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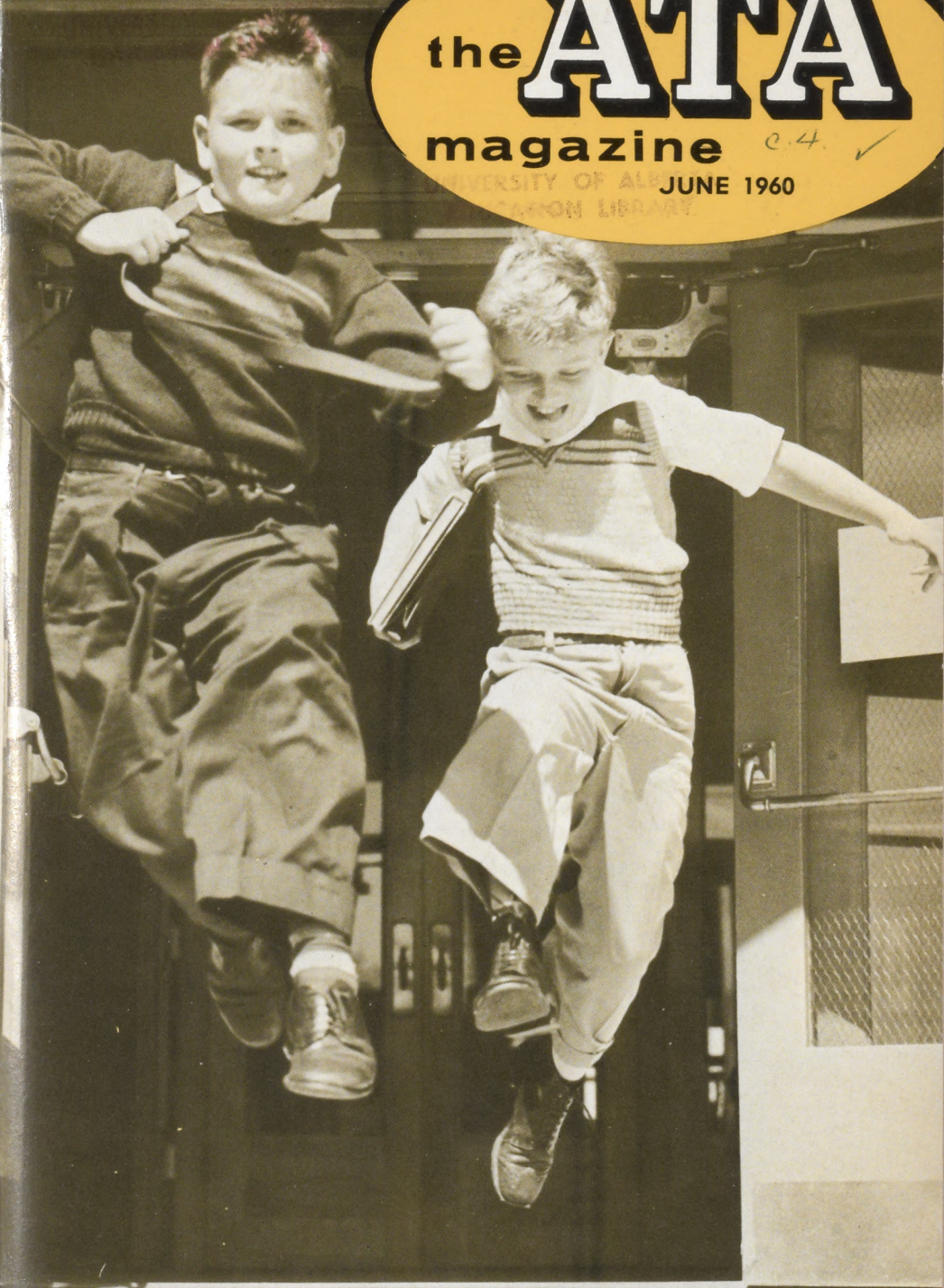
the **ATA**

magazine

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JUNE 1960

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THE MONTH'S COVER STORY

Oh the joy of it! Off for the summer! In wild excitement the youngsters hail the warm and carefree days. Somewhat less energetically but not less enthusiastically, teachers anticipate the summer break, with its opportunities for relaxation, recreation, and 'refueling'. May your summer set you up for fall!



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THE ATA MAGAZINE

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the **ATA** magazine

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Stocktaking

Another school year is ending and with it our magazine year. Just as you are gathering your records, reviewing your year's work, and assessing what you have accomplished, so we are looking back over another year in the history of the magazine and the Association.

We started our year with the hope that our editorials would talk about things that concern teachers and we promised ourselves that, as the occasion warranted, we would be outspoken. When we look back, we find that we have written about enrolment in the Faculty of Education, the difference between training and education, the need to study the Cameron report, payment of teachers, the high-standards approach to teacher education, treating education as an investment rather than as an expenditure, creating the professional image, and AGM decisions. Whether these topics are of interest to most of our teachers, we have no way of knowing except that our recent readership survey may provide us with some answers.

Another overview shows that we have published articles on instruction, philosophy, administration, pupils, teachers, libraries, liability, curriculum, the Cameron report, other educational systems, educational costs—to mention a few. Our authors—may good fortune attend them—have been classroom teachers, university professors, principals, lawyers, and research workers. A goodly number are local talent and others are from other provinces and other countries just to make certain that we don't become too provincial.

This year, we ran a new feature, "Profile", to bring to your attention interesting stories about some of your fellow-members.

We published, as a special issue, this year Dr. Clarke's condensation of the Cameron report and devoted additional space to some of the sections of this same report.

From September to June, we have published eleven issues totalling 771 pages. This is a record in the history of the magazine. Volume 40, as it will be known, will be the largest in our magazine files.

But size is not the criterion of a good volume. Whether Volume 40 is the best of all volumes depends on the quality of the articles, editorials, reports, and all that goes to fill the pages. And so we will probably never know how you, our readers, will judge. Perhaps your editors will choose to take your silence, the absence of critical comment or praise, as meaning that you are not dissatisfied.

As you finish your year and shift to summer school, working, or vacation, we will be planning for next year. We hope that Volume 41 will be better, if not bigger, than ever.

Au Revoir

June 30, 1960. This date is for most the end of another school year—just that. But for some, it is the end of a long road and marks the close of a lifework of teaching in the classrooms of our province. The sorrow we and our retiring teachers feel at this time must be tempered by the knowledge that a new chapter will open as our older friends move into the life of retirement. We know that they will think of us, and let us always remember them. They lived a life of service to others and did their bit, however large or small, for the cause of education.

"The divergent aims of the majority and the minority could create a dilemma, most difficult to resolve, but nonetheless requiring aggressive leadership at all levels of The Alberta Teachers' Association."

Some Problems in Professionalism

G. L. MOWAT

Dr. Mowat, professor of education, division of educational administration, Faculty of Education, was deputy chairman of the Cameron Commission. This article is adapted from the text of his address to the 1960 Annual General Meeting banquet.

AT the outset, I freely admit that no group of six persons, whether it be called a committee, a commission, or any other name, has superhuman insight and wisdom. The members of the Cameron Commission worked conscientiously and hard to assess our educational system, to clarify problems, and to propose solutions. They were fully aware that their report would be the subject of comment and a source of controversy. Their purpose was not to seek approval nor to shrink away deliberately from contentious matters. Each member acted as an individual throughout almost two years of work, realizing fully that in the end the report must be made public and that, collectively, we would have reached the point of no return.

The high and continuing public interest in the Commission's work is extremely valuable. Some think that parts of the report are rather unrealistic. But

who is certain? Perhaps some of our educational problems will not be solved soon unless we are imaginative and seek to do the "impossible". Others think that parts of the report are reactionary. Must we consciously avoid a partial return to former practices, their values notwithstanding? Is there not a time for evaluation and retrenchment? Still others think that the report is somewhat "progressive". Can we not consider the merits of all ideas? And so the comments go; some think the Commission did well, while others think it "missed the boat".

First, let me review recommendations relating to teachers' qualifications. The commissioners concluded that all teachers should complete four years of university work—the bachelor of education degree or its equivalent—prior to entering service on a full-time basis in any classroom. No other representation made to the Commission had as much approval from various sections of the public as did this one. Moreover, the expectations of the public went much beyond a thorough mastery of skills and facts. The commissioners concurred that we should have teachers who are of good intellectual quality and who are liberally educated within the limits imposed by a span of even four years of higher education. We should have teachers who are physically and emotionally mature. They should be knowledgeable with regard to subject matter, human beings, and teaching procedures. They should be filled with the love of learning born of knowledge. They should be intellectually curious because they have glimpsed the endless horizon of learning. They should be inspired because they have clarified their values and developed a sense of purpose and dedication.

These goals cannot be achieved in one year, or two! They can be achieved only partially in four. Perhaps they constitute an ideal which will never be realized completely, for programs and individuals may both fall short of their purposes. Nevertheless, these goals relate to the very heart of the educational system.

This recommendation should become the principal target of action designed to implement the Commission's report.

Several lesser but significant recommendations surround the major one on teacher education. For example, the report proposed that teachers-in-training engage in internships of as little as three months, or as much as one year in duration, during which time they would undergo a planned program of teacher development. The significant implications of this proposal are that the members of the teaching profession have the obligation to assist in teacher education and, further, that they are competent in numbers sufficient to do so. Before this proposal can come into effect, many members of the 1960 teaching force must undergo a change of attitude. They must accept this function as a duty which is in itself the clearest proof that teaching at the classroom level is a profession. They must see this duty as one which they only can perform, one which they must perform notwithstanding the time and energy required and the inconvenience suffered. Willingness and ability to shape the future professional are among the fundamental characteristics of the profession.

There are other fringe recommendations. Those which pertain to a transition program reveal some appreciation of the fact that there are many teachers who do not have degrees and who, for various reasons, will not secure them in five, ten, or even fifteen years. Many such teachers are indispensable. All we can hope for is their periodic, regular effort to secure more education. But the immediate objective of the transition program is that, by 1971, all teachers entering the profession for the first time will have four years of university education. Time-wise, this aspiration is very modest. Tradition-wise, it is almost unrealistic. Education-wise, it is essential.

These few recommendations on teacher qualifications give rise to some issue among the public. This is not surprising.

Before the report was made public, no shrewd guess was required to indicate that such would be the case. It may be somewhat of a surprise, however, that there is, in all likelihood, a division of opinion on these matters among the members of The Alberta Teachers' Association.

There may be several reasons why such could be the case. First, the nature of the recommendations implies that those who do not possess four years of university education are unqualified. Human nature considered, many who do not measure up by the commissioners' yardstick will resent this implication. Second, some of these teachers fully believe that they are educated sufficiently to do their present jobs well and that there is little of direct value to be learned from further university education. These people concentrate on their present excellence and refuse to consider what they might become. Third, some partially qualified teachers are, in a sense, victims of our past practice in teacher education. They never got beyond the first course on the education menu; now, a few years later, they can't imagine what the main course might have to offer.

The vision of what a profession can be is not easily achieved. It is not a revelation which comes to the conscientious — just because they are conscientious — nor to the diligent just because they repeat each day's tasks faithfully and well. It is something which develops slowly within the individual; among its prerequisites are study, thought, and time.

Many teachers have had little opportunity to afford study, thought, or time to education, in its professional sense, before they have entered the classroom. To many, the "profession" is nothing more than they see and do from day to day. After each day's work they have little time or energy and not much urge to lift their heads and look beyond. And in some cases, from their present vantage point, they could see little.

This sounds rather harsh. Let's de-

scribe the situation another way. The Alberta Teachers' Association has long propounded the necessity for fully qualified teachers. Not all teachers without degrees see their need or desire them. One of the major tasks confronting the profession is to develop an awareness of need. For any given individual a sense of inadequacy is prerequisite to becoming adequate. If uncertainty exists among any substantial number of members of the Association, a greater degree of uncertainty is justified among the public.

Now let us deal with matters pertaining to salaries. During the last decade, and longer, salary matters have occupied much of the Association's energy and time, and have made heavy demands upon its locals and individual members. In fact, the public seems to have identified the Association's reason for existence as being synonymous with salary negotiations. The record of the last ten years reveals annual negotiation, arbitration, strike, and threat of strike. Boards and teachers have pitted against each other in bitter controversy. Feelings have run high. The whole pot of claims and counter-claims has spilled over into the public. Many taxpayers have become involved emotionally and with no uncertainty lay their personal tax problems at the teachers' doors. The impression seems to be abroad, then, that your Association is really a union, unreasonably preoccupied with securing annually higher salaries.

Salary and other welfare matters have been predominant among the Association's various activities. Nevertheless, for several reasons, I do not concur wholly in what may be the widespread public concept. Education differs from many other services. It enjoys deep public interest but suffers from its close association with the public purse. By law, each child must receive an education. By law, each property owner must pay hard cash to support the public schools. Every parent properly reserves the right to agree or disagree with what goes on in school. Whereas a sick man will trust himself

to his doctor, putting his life in professional hands, everyone exercises the prerogative of diagnosing and suggesting treatment for educational ills. This open-house nature of education will be slow to change (and perhaps it never should) because of the intimate and vital parent-child bond which brings the school so close to the home.

These are underlying conflicts in public attitudes which never will change until education reaches a professional status recognized by the public. Herein, the nature of public education poses a certain dilemma. On the one hand, the public will, at all costs, keep the schools open. Children must be educated. Too, the public seems to want well-qualified teachers. On the other hand, the public compromises its education values by indulging in financial and manpower expediencies, namely by staffing many classrooms with the products of short-term, emergency-type, teacher-training programs. To judge by the actions of some school boards, the public seems to have resisted adequate professional salaries.

Summing up this situation, I am of the opinion that without the Association's aggressive tactics, the profession would be in a sorrier financial plight than now. We all deplore bad public relations, but in a sense they have been unavoidable. In spite of some unfortunate relationships much goodwill exists between the public and the profession. Perhaps both parties must seek new means to a com-

mon end, namely, well-qualified and well-paid teachers.

Leaving the public for a moment and turning directly to our profession, we may have to re-examine some of our own attitudes and actions. In order to illustrate this possibility, let us examine the four main characteristics of the salary schedule proposed in the Commission's report.

The first part of the schedule pertains to teachers who are qualified only partially, according to the Commission's standard. Such teachers have one, two, or three years of university education. Little need be said about this part of the schedule. Significantly, however, this group constitutes a majority of the Association's membership. Under a system of salary negotiation and settlement which relies upon the final authority of popular acceptance, these teachers will continue to be a major force in shaping demands and determining the levels of salaries which finally apply. To the extent that they may lack appreciation of what the profession should be, they may vote in terms of immediate financial interests only. Undoubtedly their cases are important, for they deserve fair and adequate pay. But undue concentration upon this group will slow down the process of achieving professional salaries for professional teachers. Resources are limited. The lowest common teacher-denominator could well account for an undue portion of the total salary bill.

The second part of the proposed schedule pertains to fully-qualified teachers—those with at least four years of university education and with one year to six years of experience. These teachers must receive salaries commensurate with those in other professions. The hollow contention that teaching is a calling, largely its own reward, no longer stands scrutiny and perhaps it never could. Missionary qualities backed by little else are a poor substitute for the knowledge of a learned teacher. Just as truly, the salary sign hanging over the gateway to teaching will be either a deterrent or an incentive

The Cameron Commission was appointed by order-in-council on December 31, 1957. Its members were Senator Donald Cameron, Mrs. D. A. Hansen, Mrs. W. C. Taylor, John S. Cormack, Norman W. Douglas, and Dr. G. L. Mowat. It heard 600 persons present 189 briefs and propose 5,000 recommendations, conducted six major research studies and many minor ones, and called on more than a hundred consultants.

to those who contemplate entry. There must be more financial incentive to enter. Combined with a proper program of teacher education, the higher dollar-value of teaching will provide a greater tendency to stay. Only under such conditions will teaching truly become its own reward.

If The Alberta Teachers' Association supports the Commission's concepts (and I think it does) now is the time to consider how they can be put into practice. The fully-qualified teachers in question are very much in minority among the members at large. Will the minority and the majority see eye to eye? In salary negotiations, which will prevail? Will urban and rural areas move in different directions? Let us remember that in 1958, 62 percent of teachers outside cities had one year or less teacher education. The composition of the teaching force may pose some very grave problems for the Association as a whole and for its leaders in particular. If danger exists where I have hoisted danger signals, I do not in the least envy your executive as it encounters these problems head-on.

The third characteristic of the schedule contained in the Commission's report provides for salaries over and above those which may be achieved through automatic increments, such additional amounts to be paid at the discretion of school boards. Essentially, this provision would enable a board to pay higher salaries for what it deemed to be unusually meritorious service. Providing the objective of the second part of the schedule is attained, that is, adequate professional salaries for all professional teachers, there can be little abuse of this provision. Those who fear local politics, the currying of favor, and other undesirable developments, are not wholly without grounds for their concern. Yet, they must reconcile the fear of certain abuses with at least one of the characteristics of a profession — a high sense of ethics as a basis for internal discipline.

This third provision should not become the cause of great controversy. The basic

premise behind it is that any employer has a right to pay salary over and above that required by group agreement. As long as such practice does not detract directly from the salaries of others, there is little reason to oppose. Yet, in my opinion, this provision may be at this moment of less consequence than other provisions, a possibility which should be kept in mind by trustees and teachers alike.

The fourth and last characteristic of the proposed schedule is the most controversial of all. This section of the schedule provides for a new category of teachers to be known as "master teachers".

This recommendation arose, in part, from discussions of merit rating and merit pay. Since the report's release, the recommendation has been confused with the same topics. As far back as we can remember, the merits of teachers have been subjected to judgment. Also, it seems to be one of the unique characteristics of our profession that some of our judgments will become public knowledge. Certainly the identification of incompetents must continue, whether by one means or another. Moreover, the profession must be increasingly concerned that the incompetent are ejected. School boards and teachers who are affected must know the basis of our decisions. Through action, the Association must join with the commissioners in declaring that there are no places in the profession for the incompetent. Such a declaration is, in part, acknowledgment that as a profession we do possess a body of knowledge which we can identify, which others do not possess, and without which an individual will not be tolerated in the profession. The Alberta Teachers' Association does not establish entrance requirements nor the length of the program for prospective teachers. It does not issue certificates. It cannot cancel them. But it can see ways of letting the public know that all teachers are not in good professional standing.

(Continued on Page 35)

The author discusses the vital role of the principal in creating understanding and maintaining harmony between the school staff and the home and school association.

The Principal and the Home and School Association

THERE is a story about a man who spent all day trying to get water to run uphill. Sometimes by the end of the day he'd largely succeeded, but often as not next morning he had it to do all over again. That man has our sympathy. His school did not have a home and school association.

Schools and teachers have been in business a long time. So have parents. We trust that the day is past when these partners—all too often, alas—regarded one another with some mutual indifference or misgiving. Often enough each damned the other—at least with faint praise!—while the child's loyalties were torn between the two and he had to make the best of living and working in antagonistic camps.

An old French adage reads: "To understand all is to forgive all." The home and school movement attests the truth and wisdom of this homely proverb: "Strangers are friends who haven't met yet." Teachers and parents meeting in a friend-

ly, non-personal atmosphere as members of a large group find gracious contact and mutual understanding both easy and natural. And as each partner learns something of the other's efforts and problems centring in the child, teamwork in his behalf becomes coordinated and intelligent.

Moreover, there is built up in the community a cumulative attitude toward the school compounded of sympathetic understanding and loyal support, so that increasingly the teachers and principal find an atmosphere of cooperation and goodwill pervading and underlying all phases of their work.

The principal's role in bringing about such a happy state of affairs is a crucial one. Standing midway between the parents and the teachers, he, and he alone, is in a position to achieve harmony and coordination between the two. Inevitably his interest in or coldness towards the home and school association as such will determine its success or failure.

It is essential that the principal be a member of the association's executive committee and attend its meetings. He alone can effectively interpret the school, its policies and objectives to the parents and the community. From time to time questions will arise at an executive meet-

STANLEY H. CHURCHILL

ing where a timely word of explanation or information by the principal will put in correct focus many an issue which might otherwise balloon into an awkward impasse. Working with this small group of key members makes it easy to maintain harmony and understanding between the school and the association.

Also the principal is in a position to point out to his teachers that the home and school association depends on the school, as well as the homes, and that the teacher's contribution is indispensable. Investment by the teachers of a couple of hours of evening time in attending the once-a-month general meetings of the association will pay handsome dividends in the classroom as in the community.

The principal may feel it is advisable to warn his home and school association of certain rather common pitfalls which discourage teacher attendance at the general meetings.

"How is my Johnny doing?" The teachers dread being asked this in public. Usually the question relates to a "Johnny" whose needs and weaknesses require a private conference between his parents and the teacher. The principal can head off this sort of thing before it happens by telling the members frankly of the problem and encouraging Johnny's

Mr. Churchill is principal of Forest Heights School in Edmonton.

parents to make an appointment for an interview with the teacher at the school.

Likewise a complaint by an individual about some phase of the school's work or discipline affecting a given child must be taken to the teacher and the principal—never to the floor of a general home and school meeting. The principal is well advised to indicate tactfully early in the term the proper channel for such a matter's disposition before the situation arises.

A third point to watch is that of allowing the home and school to develop into a mere fund-raising agency to purchase extra equipment for the school—sound systems, projectors, etc. While occasionally the members will wish to help the school with a donation to buy library books, etc., and while such action results in a pleasant sense of participation for all concerned, care is needed to prevent it from growing into a burden.

In conclusion, the home and school movement is one of great value today. The principal is in a position to encourage, support, and guide its development into constantly increasing usefulness to the cause of education.



Towards Better Science Teaching

This is the second of a two-part article by Mr. Crawford. In part one, he suggested that the science teacher must be curious and sensitive to scientific problems—that he must, in fact, be a scientist, and that students must have truly investigative experiences if they are to learn to understand the nature of science and be able to apply this understanding. Here, he makes suggestions towards bringing science teaching in line with these basic ideas.

FIRST, let us use more simple apparatus in our teaching. In this way, attention is focussed on the real problem, and, especially if the apparatus is put together or constructed by students, much greater satisfaction is derived. Of course, we still need commercially produced apparatus but often inexpensive home-made equipment will do just as well. The history of science is full of examples of scientists who have made great discoveries with simple apparatus. For example, many of the fundamental discoveries about nuclear particles made at the Cavendish Laboratories in Cambridge, England in the 1920's were made using "bread board mock-ups". Recently, in the United States, a boy in Grade IX made use of a thermostat from a chicken brooder, a box, and a 60-watt incandescent lamp to construct an incubator. In

this way he was able to investigate whether pasteurized milk contained fewer bacteria than raw milk of the same age, and won himself a regional science achievement award. In the last few years this aspect of science teaching has been receiving considerable attention, and many references like *UNESCO Science Book for Science Teachers*, *The Book of Experiments* by Leonard de Vries and the series, *Science Experiences with Home Equipment* by C. J. Lynde, are available.

Here are two simple examples by way of illustration. The first is to put an egg in water, then pour ordinary salt in until the egg rises. The second is to use an ordinary candle to investigate how it burns. Faraday used this in the famous Royal Society Christmas lectures, and it is a first-rate example of how different

principles of physics are to be found in such a simple everyday phenomenon. For a detailed account of this, consult *Readings from the Scientists* published by Macmillan. There are many other possibilities which involve little out-of-the-way equipment but which are ideal to provoke thought on the part of the student. Another excellent source of ideas is *Science World* published by the National Science Teachers Association.

The second suggestion regarding the rethinking of our teaching is concerned with what the author calls "structure". Is it not true that we spend 90 percent of our teaching time simply moving from one idea or concept to the next? Is it not true that we are often so pre-occupied with the actual experimental techniques involved or the particular facts or formulae which we want the students to know, that we fail to get across some of the really basic threads and relationships which run through our whole high school science program? If you asked a newly graduated high school student what he learned in the Grade XII Chemistry course or in Science 20, what would he say? What would you say were the main concepts and scientific ideas and relationships which he ought to have learned? Which is more important, that he learn a great number of individual properties of gases, like density, support of combustion, etc., or that he sees how the possession of such properties determines the importance and the various uses to which different gases are put? Now this is not to suggest that cataloguing properties is not important but rather that the emphasis should be on thinking, on understanding why he studies these things, rather than the mere memorizing or regurgitation of facts. We should reserve, say, one week at the end of each session, during which we discuss with the students the significance of the year's work, so that they may see how each experiment and topic fit into a larger pattern. And of course, this type of review should be carried on at the end of each topic, and each lesson as well.

It need not be an extra burden, but it does require thought, organization, preparation, and good teaching to be effective.

Consideration of the structure of our teaching in turn requires us to think about the relative importance of different experiments. We will all agree, surely, that we can never have all the apparatus, materials, and chemicals we would like to have. Economy and other competing requirements forbid this. Is it not necessary for us as science teachers to decide just which experimental investigations we believe merit the greatest priority, so that we may use the available finances to the best effect? For example, which five experiments are most important for a student to do under conditions of inquiry, to help him see the basic ideas of physics, or which dissections, limited to five or six, will yield a basic overall picture of structure in different species of creatures? Science teachers have failed to ask themselves some of these basic questions, and as a result, our teaching has lacked structure. So let's put more thought into this aspect of our teaching, and on the basis of our thinking decide which experiments and concepts in our curricula are so important that we simply must have supplies and apparatus to enable our students to understand the principles and relationships involved. Here are three examples which the author suggests are basic: the investigation of the relationship between pressure and volume of a gas; the study of oxygen and hydrogen; and an understanding of photosynthesis.

You may have noticed in what has been said so far that thinking rather than memorization has been stressed. Knowledge of the facts and principles of science is, of course, essential but these facts and principles should be arrived at by the efforts of the student himself, and not just told him. This brings us to the function of science teaching. By its very nature, which is a search for the explanation of physical, chemical, and biological phenomena, science is an exploration, and so our teaching should

Mr. Crawford is assistant professor in the division of secondary education, Faculty of Education, University of Alberta. The first part of his article appeared in the February, 1960 issue of the magazine.

follow this pattern as closely as possible. We realize that time and other pressures force us to short-circuit this process of discovery on numerous occasions, yet we must never cease to examine the curriculum and our ways of teaching to see that we are not taking the easy way out.

It has been said that the price of freedom is eternal vigilance. This might be rephrased: the price of good science teaching is eternal scrutiny of its content and method. Do we want quality or quantity? Most science teachers want both, but quality is the more important for it is literally impossible to include more than a sampling of scientific endeavor in the science curriculum. By overcrowding the curriculum we run the danger of sacrificing quality. Let us resist the temptation, and at least let us set up those investigations which we regard as true inquiries, and not as mere cook-book verifications with any joy of original discovery denied to the student. Is it good enough for a teacher to say: "Today we are going to prove Boyle's Law, namely, that the product of the pressure and volume of a gas is a constant at a given temperature. Here is the apparatus. Here is what you do. Make up the following table, and come and see me when you have it completed."? It is possibly reasonable for the first two or three years in one's teaching career, but not after that.

In a basic investigation like this, the student can and should be led by questioning to see the problem involved, and even to guess the necessary relationship intelligently, as well as being introduced to many aspects of scientific method such as errors, assumptions, and the difficulties and problems associated with good experimental techniques. In this experiment and elsewhere, many advantages

can accrue from using the history of science. In this way, the student (and teacher!) can gain many new insights. We see the essential problem as it appeared to the original discoverer; the issue is not befogged by refinements in complicated apparatus or theory. We see the humanity of science, we see how science develops and how it affects society. This theme runs through Conant's book entitled *On Understanding Science* and in the paperback *Discovery*.

There may still be a lingering doubt in your mind as to whether the adolescent of today is too blasé or precocious to be interested in solving problems. Can we, in fact, break through his sense of knowing all the answers, so that he regains the basic instinct of curiosity which is one of our most precious possessions? It is probably true that most students who are beginning high school science are non-critical. They have been accustomed to teacher-centred situations and have not been much involved in extensive thought-provoking activities. Here is an excellent way of introducing them to critical thinking.

Very early in the first term of Grade X, the teacher prepares several set-ups on the demonstration table, and these await the class as the students enter. Two of these set-ups might be the following—two identical blocks of wood, labelled A and B with the accompanying question: "Which is heavier, A or B? Or do they weigh the same?", and two beakers of colorless liquid, with the question: "What color will result when the two liquids are mixed?"

The pupils are asked to observe the set-ups closely and to answer the questions in their notebooks. The teacher then records the results, the most frequent answers being: the two blocks weigh the same; and the mixed liquids will continue to be colorless.

The answers are now discussed, and someone suggests that the liquids be mixed. A pupil does so, and the appearance of a purple color creates quite a stir. The curiosity of the class is aroused,

and they ask why. The teacher explains that one beaker contained slightly acidified water with some phenolphthalein and the other, diluted sodium hydroxide solution. Further questioning by the teacher as to why most students made a wrong prediction brings out that the class could not really answer the question until it knew what was in the two beakers and what occurs when the liquids are mixed. In other words, there was insufficient evidence for the answer given by most students.

The first question can then be treated similarly. It is quickly suggested that the blocks be weighed. This reveals that one block is much heavier than the other, due to being filled with lead. Again, the students agree that they have jumped to a conclusion based on insufficient data.

Many other similar set-ups can be devised to suit individual needs, but the essential point is that in discussion afterwards the teacher asks the class how it would answer these questions now. In each case, the answer will be: "I don't know". This is a novel situation for many students who have too long been conditioned to thinking that some penalty may result if they don't know the answer or make some response — no matter what. The teacher is now ready to ask what the purpose of this exercise has been, and the students will be able to say that they have learned to suspend judgment until they know all the facts and that the scientific attitude requires critical-mindedness and patience in each experiment. The teacher can now invite the students to join him in many other problem-solving situations throughout the course, knowing that the class is more ready to appreciate the nature of science and to participate enthusiastically in lessons and experiments of a truly investigative type.

To sum up then, in this brief look at high school science teaching, the following points have been noted.

✓ The science teacher must be a scientist himself in the sense described.

✓ True scientific experiments must be at the heart of our teaching. We must think out which concepts are basic, and hence decide which experimental apparatus is absolutely essential.

✓ Our teaching must be based on the nature of science itself. It must be a cooperative search for new discoveries. This is time-consuming, and so we must continually re-evaluate our curriculum to see that quality is not sacrificed for quantity.

✓ Critical thinking on the part of the student must be our main goal, and we must subordinate all our planning and teaching to achieve it. This means hard effort on the teacher's part and readiness to try new approaches such as using the history of science, and an introduction to high school science similar to the one outlined.

✓ Science teachers must continue to educate those in authority as to the nature, value, importance, and resulting needs of science in the ways of facilities, supplies and equipment, and competently trained staff.

To be, or not to be; that is the question:
Whether 'tis nobler in the mind to suffer
The stings and arrows of outrageous fortune,
Or to take arms against a sea of troubles,
And by opposing end them?

Thus said Hamlet. If we will take the latter alternative, and strive to make our science teaching truly scientific, we shall be able to say, with apologies to Shakespeare!—"The quality of science teaching is not strained, it is twice blessed; it bleaseth him that gives and him that takes."

And what greater reward is there than this!

June 19 - 25 is Red Cross National Water Safety Week. You can help to reduce Canada's annual drowning toll by learning the rules of water safety. Do your part to make every week water safety week this summer. See your Red Cross for water safety information.

Another side of the question —

English Secondary Schools: A Reply

W. B. DOCKRELL

THE article, "British School Children Are Not So Bright", which appeared in the April issue of *The ATA Magazine* calls for some comments. The author is perfectly correct in calling attention to Canadian misconceptions about British education. Many of these misconceptions are assiduously fostered by British immigrants and visitors who have the public ear. Unfortunately, however, the author propagates misconceptions of his own.

The title of his article is itself tendentious. We are given the first term of a comparative, but not the second; "not so bright" as whom? As Canadian children? I am not sure what is meant by "bright", but if it means intelligent then, of course, there is no reason to believe British children are brighter than Cana-

Mr. Dockrell, assistant professor in the Faculty of Education, University of Alberta, takes issue with the article by Cy Groves which appeared in the April number of *The ATA Magazine*.

dians or Siamese or Hottentots. The important question is whether they are better educated than Canadians.

Before examining the major issues it is perhaps worthwhile looking at some of the minor points in Mr. Groves' article. It is not my impression that Canada receives most of its British immigrants from the minority of ex-grammar school children. A spot check among my English friends would lead me to doubt it. Is there any evidence for Mr. Groves' claim that most British immigrants are from this group? Britain does not keep "diplomatically silent about its modern schools". There are several good official publications available, both books and films. A good example is Roger Armfelt's booklet, *Our Changing Schools*. There are also many unofficial publications including H. C. Dent's recent book, *Secondary Modern Schools*. I do not propose to give a detailed list but these and several others are available in the university library for those who are interested. If "the world is easily deceived" as Mr. Groves asserts, it is not deceived by Britain. Its ignorance is self-imposed.

Statistics are boring but the following figures may help to clarify some of the issues. In January, 1957 there were 1,456,349 children in modern schools maintained by the local education authorities (school boards). There were 585,017 in grammar schools maintained by the local authorities and a further 92,529 in grammar schools maintained by a direct grant from the Ministry of Education. These are, of course, national figures. The proportion of children in grammar schools varies strikingly from place to place. Most modern schools do not bind themselves to an external examination but in 1957, 10,986 modern school children sat for the General Certificate of Education, ordinary level. In the same year, 109,566 children from local authority grammar schools and 15,593 from direct grant grammar schools also sat for the examination. The proportion of candidates from modern schools is reported to be increasing and is probably higher now.

As educators, we should look critically and carefully at our own system and make what comparisons we can with other countries. Mr. Groves raises two major issues and contrasts the British and Canadian solutions.

The first issue is the education of children with an aptitude for academic work. Mr. Groves asserts that "15 percent of the 400,000 [Canadian] children . . . go on to Grade XII or XIII". This estimate seems rather low for Alberta. In 1957, there were approximately 537,000 sixteen-year-olds and 570,000 eighteen-year-olds in England. In that year there were 239,666 candidates for G.C.E., ordinary level and 70,342 candidates for G.C.E., advanced level. It would be hazardous to convert these figures to percentages, but I would argue that roughly the same proportion of able children in England and Canada were getting an academic high school education. The real question is not how many got this education but who got the better education. I know of no adequate evidence on this subject. An interesting research project

would be for one of our composite high schools to enter its Grade X students for ordinary level and its Grade XII for advanced level G.C.E. and to see what the results were. My subjective impression is that much of the teaching in English grammar schools is poorer than teaching in Alberta high schools, but that the syllabus is more demanding and the English students expect to do more work on their own. The English student in a highly specialized curriculum will know more about less than the Canadian in a more general curriculum who will know less about more. Education is never good enough, but it seems to me that in both countries we are making reasonably adequate provision for our academically able youngsters within the limits of our different philosophies.

By his strictures on the secondary modern schools Mr. Groves raises the important question of education for the 80 to 85 percent who go to secondary modern schools in England and who fail to complete high school in Canada. I do not propose to present an apologia for the modern school because there is no typical modern school. These schools vary so greatly that it is impossible to generalize about them. Some provide an excellent general education with a stress on rural science or industrial arts; others content themselves with dull and repetitious drilling of the three R's. But cannot the same be said of some Alberta junior high schools or the general program in some of the senior highs? To me, the most important finding of the Cameron Commission was that the present general and pre-vocational programs need drastic revision. Mr. Groves quotes an American exchange teacher as saying that a secondary modern school program was "a hodge-podge of cultural subjects, home economics and industrial arts". Was he talking about an English modern school, an American high school, or the non-matriculation program of Alberta high schools? What he said seems to me to be equally true of all three schools—

(Continued on Page 40)

St. Basil's

Pre-Employment Program

A review of the first year

Was the drop-out rate affected? Was there real achievement? What about placement? Rev. Fitzgerald, supervisor of guidance for Edmonton Separate Schools, answers these questions in this evaluation of an Alberta experiment in providing pre-vocational education in the junior school for students of low academic aptitude. Details of the terminal program were described in his article in the May, 1959 issue.

ONE of the purposes of the Pre-Employment Program was to attack the drop-out problem in junior high. Let us look at the results from this point of view. Twenty-two students were enrolled in this class, 10 girls and 12 boys. Two of the girls found work in April and quit school. The other eight remained till the latter part of May. In the case of the boys, results were not so gratifying. One dropped out after two weeks, one after six weeks, and two quit at Christmas. All four had been involved in rather serious difficulties before enrolment and all reverted to type. This experience has resulted in a tightening up of the enrolment policy for the program. Since then no student who has been involved with the police has been admitted. The Pre-Employment Program is neither designed nor equipped to cope with emotional problems of a serious nature.

On May 1, 16 of the 22 students re-

mained in the class. At this point an unforeseen problem began to take shape partly due to the lack of a definite policy regarding termination of the course and partly to the improper timing of final examinations and graduation exercises. About May 15, two students found work and dropped out. The result was an uneasiness and over-anxiety on the part of those who remained. The situation was aggravated by an unrealistic attitude toward the choice of occupations. For the first time in their lives they had made academic progress. With a Pre-Employment Diploma dangling before their eyes they began to see themselves as bank clerks, office workers, and skilled tradesmen. This optimism created a problem for the National Employment Service which had undertaken to find work for them. The students had somehow gotten the impression that placement in work of their own choosing was to be an in-

tegral part of graduation, the responsibility of the school and the National Employment Service. Some began to feel that they had been let down and that this feature of the program had been misrepresented. Actually the statements made by teachers had been misinterpreted in good faith.

An attempt has been made to forestall this difficulty in the future. Students have been told that finding a job is their own responsibility and that teachers and the National Employment Service will try to help them. They are forbidden to approach National Employment Service until after June 1 when final examinations have been completed and the assessment sheet for each one has been forwarded to the placement officers. Furthermore, any student who leaves before June 1 thereby forfeits the right to a diploma. On the other hand, those who have jobs waiting for them may leave any time in June without being penalized, but the class continues until the usual closing time for junior high schools.

The fear that the class may disintegrate at any time is always present; only time will tell whether this fear is justified or not. This is one reason why a work experience program was not tried. It was feared that those who obtained work on a trial basis might be induced to drop out if their work proved satisfactory. Besides, business men with whom the plan was discussed did not consider it feasible. The fact remains that work experience programs have operated successfully in other places and there is no doubt that such a plan could be developed here.

One of the props used to retain these students till the end of the term is the Pre-Employment Diploma provided through St. Basil's Home and School Association. It is a well-designed document suitable for framing. Signed by the principal and the superintendent, it merely states that the student has met the requirements of the course. This diploma is highly prized. A doctor of philosophy takes no more pride in his

sheepskin than the student who wins one of these scrolls. A year ago he had given up all hope of recognition as a scholar; now there it is in black and white! He has met the requirements! He has succeeded for the first time in his life!

Such a diploma will have little significance or value until terminal programs such as those recommended by the Royal Commission on Education receive official status. Even then measures must be taken to see that it carries some prestige. Two students of this initial class were refused diplomas, one for lack of progress and one for lack of effort. The current class knows this, and it has helped to keep them on their academic toes.

The drop-out problem is closely associated with school progress. Unfortunately, no tests were given at the beginning of the first year to provide a means of measuring gains. This was not an oversight at the time but a precaution against inducing an added sense of failure in students who had failed repeatedly over the years. This policy has since been changed.

In February, the Pre-Employment class wrote the uniform language test prepared for some 600 Grade IX students. Their average score was 54 percent, which compared favorably with the overall Grade IX average of 56 percent. This is a real tribute to Sister Isidore who teaches Language Arts to this class. In May, the California Battery for junior high schools (Reading, Arithmetic, and Language) was administered to the 16 remaining students. The median grade placement was 8.9 with a range of 5.0 to 9.9. This same battery was given to the current class of 25 in September. It yielded a median of 7.2 with a range of 5.1 to 9.1. While this is admittedly not a valid comparison, it is probable that the calibre of the two classes was approximately the same.

No ratings were submitted on shop work but at the end of the term the boys wrote the Apprenticeship Entrance Examinations provided by the Department of Labour and all eight passed. One

achieved honor standing, four got a "B", and the other three got "C". In typing, a subject introduced to improve spelling, the median score was 23 w.p.m. with a range of 17 to 28.

While some of these students appeared to have reached their academic peak, it is estimated that at least half of them could have profited from further schooling of an appropriate nature. This brings up the question of the two-year terminal program proposed in Recommendation 30 of the Cameron Commission. A two-year program would necessitate at least two one-year classes to serve as feeders for the second-year class. Even the Edmonton Separate Schools, the third largest system in the province, could scarcely provide enough students on a voluntary basis to implement such a plan. Still the need is evident and a solution may be found.

In recent weeks, a questionnaire was sent to all the graduates to find out the type of work they are engaged in and how they arrived at these positions. Fictitious names will be used to protect the innocent.

Jim has been employed since graduation in a shop that produces ornamental iron work. His salary is \$175 per month and he likes the work. Don, the boy who got the "H" in the Apprenticeship Entrance Examinations was unable to find employment in the field of heavy machinery as planned. He is working as a plasterer at \$160 per month but he will not be satisfied until he has achieved his goal. Joe is an assistant cook at the Macdonald Hotel. He complains about the split shift but feels that the wages and the hope of eventual promotion are sufficient compensation for having to go to work twice a day instead of once. Tom has been working steadily in a spring works and wheel alignment shop and likes it. Dick started as a warehouseman for a fruit company and was promoted to stock clerk at a salary of \$250 a month. Henry started out as a motor mechanic, his first choice, but found that he did not like it. Now he has two jobs,

full-time as a bookkeeper and part-time as helper in a greenhouse. He has been doing well at the former and plans to make it his life work.

The two remaining boys did not fare so well. Tom, the boy who failed the course for lack of effort, started out bookbinding, then went to a lumber mill. When the going got rough he quit. He is presently unemployed and enjoying every minute of it. His philosophy: "Worry never got nobody nowhere." Bill went into orbit the day after graduation and is still sending signals to earth at irregular intervals. His employment record: bookbinding — two weeks; Jasper Park Lodge — two months; army induction camp — one week; auto mechanic — three weeks; carpentry — six weeks; bricklayer's helper as of April 15; and the end is not yet in sight.

The three highest achievers amongst the ten girls got grade placements of 9.9, 9.8 and 9.6. They have done themselves proud. Flora went on to a business course provided by Canadian Vocational Training. Her final gradings from that course were: Typing — 42 w.p.m.; General Office Practice — 79 percent; Bookkeeping — 84 percent. She was rated as "Good". She has been ill since graduation and a refresher course is being arranged for her before she seeks employment. Jeanie, after working as a sandwich girl in a lunch counter and ward aide in a hospital, finally obtained employment as a file clerk in a government office and is doing well there. Anne, who was placed in a bank on a trial basis, was taken onto the permanent staff during the winter. The note she wrote on the back of her questionnaire probably expresses the sentiments of these three girls:

The Pre-Employment Program helped me obtain a position for which I am very grateful and perhaps without the help of this class I could not have qualified for it. We should all strive to keep this plan in operation as it is a marvelous few who are striving to help us attain our goal.

The other seven have had varying degrees of success. Mary had work in a packing plant but gave it up to care for her mother. Ada went from bundle girl in a garment factory to waitress in a

cafe. Helen reversed this process. Judy's part-time job as a store clerk became full-time on leaving school. She dislikes the work but feels that "this job is better than no job at all". Maria with the old-world accent wanted to be an interpreter. When this plan failed, she decided to remain at home as a lady of leisure rather than accept the kind of work that might be available. Her career problem will no doubt be resolved in due course with fringe benefits more than compensating for the salary she might have earned. Dora was married shortly after graduation, and the hobby shop in which Sophia worked turned out to be a "hubby" shop as well.

It is interesting to speculate on how these students would have fared had they dropped out of school without this final year of fundamentals and orienta-

tion to employment. There is little doubt that five boys and three girls benefited greatly. In other cases one can only conjecture. The National Employment Service feels that the newly-devised assessment sheet for these students will make it possible to do a better job of initial placements. Besides the results of the academic program, it includes native ability based on individual testing, four subtests of the differential aptitude tests, measured and unmeasured interests, and ratings on personal qualities. This form was devised with the help of A. A. Aldridge, supervisor of guidance for Alberta, who has taken a great interest in this project from its inception.

It is hoped that the movement will spread. The sharing of experiences would benefit all teachers engaged in this type of work.

Notice regarding Application for Pension by Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically, and that it is necessary for them to make application.

All teachers who plan to retire as at June 30, 1960 are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before **September 1, 1960** if pension is to begin as of September 1 (see 9[f]). The application forms may be obtained from the office of the **Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.**

**Board of Administrators
Teachers' Retirement Fund**

By-law No. 1 of 1948

9. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a normal pension out of the Fund upon his written application to the Board.
- (f) Unless otherwise ordered by the Board, a pension shall commence on the first day of the month next following the receipt by the Board of the application unless salary as a teacher is then currently accruing to the applicant in which case it shall commence on the first day of the month next following cessation thereof; and shall accrue and be paid monthly in equal installments on the last day of each month.

Scottish Education

is like

Scottish Porridge

S. J. SKIRROW

or:

Educational Diet— Solid and Nutritious

BEFORE I start I must warn you that Scottish education is not like English education, though I'm not sure of the difference! My Scottish colleagues assured me that Scottish education was the worthwhile kind, not overly concerned with methods, resting its case on the products achieved. Generally speaking, they said, Britain and the rest of the world would be in a sorry state if it had not been engineered and run by thoroughly trained Scots.

I must also warn you that my observations are rosy. I expected to find a solid education system struggling for survival amidst decadent conditions condoned by a welfare state. Well, they do have a solid education system but the rest is all wrong. The British with their ingenuity and humor aren't the type to take a back seat. They are doing quite well and with thumb in vest will plainly tell you who are the bosses of their welfare state. There is something in the British way of life which makes me think Canadians are purposeless, spineless protoplasm.

Dunearn Primary School is finished in California style—all windows and stained siding. Unlike many of our new schools, it is very well equipped. Bell and Howell projectors, a Gestetner, tape recorder, P.A. system, and a teacher's library of books and pictures were considered essential equipment and came with the coat hangers and Venetian blinds.

Classrooms are small, suitable for the ideal 25 and altogether inadequate for 40. It is hoped that large classes won't be necessary once the area has matured. Central heating keeps the classrooms at 65 - 72. The whole school is very colorful. Corridor walls are papered with startling designs and even coat hangers are painted in several hues. I find it hard to settle down to the stale but subduing green we use in Alberta.

Any school would be proud of the auditorium but the real eye-catcher is the gym. Equipment swings out from every wall, enough to keep everyone busy. During an apparatus lesson every child works on mats, bars, scramble nets,

ropes and benches. Strict discipline about space ensures orderliness; freedom with the use of the apparatus allows for individual differences. Britain's revamped physical education program emphasizes initiative, perspiration, and flexibility and pays little attention to game skills and specialized work in track and field.

Once a week, visiting instructors teach physical education, music, and art while teachers watch and assist. Next lesson, teachers continue the work of the instructors. The art room sports special desks with sliding trays for paint cans and tops which can be tilted easel-wise. I found the art program no different from ours but thoroughly enjoyed following the instructor's lessons, and felt as pleased as any pupil when the instructor singled out something that I had done well or different from others.

Have you tried music rhythm patterns such as tah, tay, taffeteffy, tah - tah? It sounded very tribal to me and I didn't master the system. Fortunately the British Broadcasting Commission had some lively songs. These with *The First Tulip*, *En Roulant Ma Boule*, *Cape Cod Boys* and *Westward We Roll O'er the Prairie* somehow got us through the year.

While girls from my class were taught sewing and knitting, boys from another class worked with my nine and ten-year-olds in handwork. A teacher came to my rescue and taught me how to weave baskets. My group then turned out basket after basket—rushing the best to the headmaster for his approval. I'll never forget the yards of cane and the trials of broken staves, but it was worth it. Many baskets became Christmas gifts. One went to Australia, another to Vancouver, and two to Poland.

Arithmetic in the elementary grades is at the same level as ours. Considerable time has to be spent on British money problems. Mindful of our reverence for yards, feet, and inches, I tried to avoid lecturing the British on their difficult money system.

Scottish teachers get neat numbers in arithmetic. As they walk down the aisles

Stan Skirrow, former editor of The Teachers' Forum published by the Edmonton Public School Local, teaches Grade VI at Hazeldean School. His year of exchange teaching was in the Town of Kirkcaldy, Fife, a centre of linoleum manufacture and mining with a population of about 50,000.

they might point to a poorly made "5" and ask that it be erased and remade.

I tried to be a good British speller. Some of my pupils aware of my American contamination insisted on writing *coulour* for *color*. But the day I wrote *tire* for *tyre* there was no reprieve. The pupils thought it very queer to purposefully confuse *tyre* with a word which surely had a different meaning!

Young Scots learn a great deal about Canada from their schools and from their aunts and uncles who live in Canada. Of the Scots who emigrated in a recent year, 80 percent went to Canada. Nearly every young family has considered life in Canada. A Canadian in Scotland is never a stranger and seldom an outsider. Sometimes Canadians and Scots seem closer cousins than English and Scots.

You'll know that the Scots regard the English in much the same way we smugly think of the Americans. The English, you see, have the numbers, the money, a reactionary school system, and juvenile delinquency. The border at the Cheviots, marked only by a road sign and a tea-shop, does mean something. If the Canada-United States border stops are turned into coffee drive-ins, I hope we're as successful in developing our differences. Practising being different adds color and dignity to life.

Keep your eye on italic writing. Its British backers claim it is faster and will stand up to high school and university demands. I like it because there is no definite break between the printing of the early grades and the styles used in later grades. Surely it is a waste of time to toss aside the printed b, f, q, r, s, z, A, E, F, J, Q, S, and Z and write dis-

similar cursive style letters. Is there any reason for writing a letter much different from its printed style?

Scottish teachers work hard on oral language. There is a tradition that young Scots are reticent, not nearly so glib as their English cousins, but I didn't find my Scots reticent. So many were first-rate story tellers and songsters — and the vim they gave poetry, particularly Burns!

Scottish teachers and pupils speak much better than their Canadian counterparts. In addition, some pupils had an outside-of-school language which is only remotely connected with the one they use in school. Scots words and localisms give this second language an intimacy not found in the more sterile school language.

Here are a few observations on Scottish grouping.

Grouping at the twelve-year-old level is determined by more than IQ's. County tests in language, arithmetic, and reading, added to teacher evaluations, headmaster's advice, and parent wishes, form a broad judgment.

Scottish high school graduates (a select group of the 20 percent admitted to high schools at age 12 or 13) are well ahead of ours in languages, mathematics, and sciences.

Many pupils have an early start on trade training. By the time they are 18 they have a good background of theory and practice. In Kirkcaldy Technical School, I watched one class of sixteen-year-old bakers making grave decisions on decorations for a party cake. A group of young painters were learning something that I'd always wanted to learn — the most satisfactory method of painting window frames. A group of young plumbers spent the morning in the school shop and the afternoon with plumbers. A fourteen-year-old boy spent the morning in an academic school and the afternoon earning money by working in the store. This was a neat arrangement because the boy could stand only a certain amount of

(Continued on Page 38)

Cameron Report Condensation

Members of The Alberta Teachers' Association and all regular subscribers to *The ATA Magazine* received individual copies of the special edition devoted to a condensation by Executive Secretary S. C. T. Clarke of the Report of the Royal Commission on Education.

The condensation is a factual summary of what the report says and was prepared at the direction of the Executive Council to provide an objective overview of the Commission's findings and recommendations.

Sufficient extra copies of the special edition were printed to supply to other educational organizations and to members of the general public who are interested in studying the Cameron Commission's report and its recommendations regarding the future of education in Alberta. These additional copies are available for 50¢ each. For ten or more copies, the price is 45¢ each. (Copies are available in larger quantities at reduced rates.)

If you would like an extra copy for yourself or for your friends, just clip out the coupon below and send it with your remittance to head office of the Association.

**The Alberta Teachers' Association
Barnett House**

**9929 - 103 Street
Edmonton, Alberta**

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Official Bulletin

No. 203

Opportunity to teach a year in the Republic of Germany

The following notice has been received from the Edmonton Consul of the Federal Republic of Germany:

"Canadian teachers and students who have finished their studies in university with an examination can secure positions as teachers or assistant teachers in German schools:

(1) As teachers or assistant teachers of English or French in the junior high school. The teaching consists primarily in English conversation. The remuneration is from 400 to 650 DM (\$100 - \$160) per month, income tax free.

(2) As teachers of English (and a few as

teachers of French) in senior high schools. High school teachers of English can be placed in German schools if they have a sufficient knowledge of the German language. The remuneration is between 550 - 900 DM (\$140 - \$225) per month.

"For the transportation costs the teacher has to be responsible. A little knowledge of German is necessary."

Details about the documents that have to be submitted by the applicants may be obtained from: Dr. W. O. Denzer, Consul, Consulate of the Federal Republic of Germany, 11618 - 100 Avenue, Edmonton, Alberta.

In Memory

Name	Last Employment	Date of Death
*Frederick William Barber	Olds S.D. 235	Apr. 24, 1960
*William Bramley	Lac Ste. Anne S.D. 11	April, 1960
Dorothy K. Cameron	Edmonton S.D. 7	July 18, 1959
Aileen Charlotte Driscoll	Edmonton S.D. 7	Mar. 27, 1960
*Thomas J. Dwyer	Edson S.D. 12	May 13, 1960
*Lillian M. Flett	Edmonton S.D. 7	March, 1960
*Eleanor McArthur	Calgary S.D. 19	Mar. 15, 1960
Josephine Mabel McNeil	Edmonton S.D. 7	Apr. 27, 1960
Sister Ruth Miel	Immaculate Conception Sep. S.D. 43	May 9, 1960

*Pensioners



And All for One

THE PRESIDENT'S COLUMN

In my last column I spoke of the very effective work done by your councillors to the 1960 Annual General Meeting and of the unity and purpose with which they approached the problems facing our Association's legislative body. I would like to devote this column to a discussion of two of the resolutions dealt with at Calgary. At first sight they appear to contradict each other. I refer to C41/60 and C49/60.

The first of these resolutions refers to the high-standards approach to the whole matter of teacher recruitment and teacher education. The Alberta Teachers' Association has for many years proposed that the merit principle be applied to the recruitment, education, and supervision of teachers. As stated in our brief to the Cameron Commission, "... the merit principle system demands that a careful screening take place before hiring; it requires that competent supervision be available during the term of service; it requires that vigorous measures be applied to weed out the incompetent, and it requires constant inservice education." The passing of

C41/60 reaffirms this long standing policy of our Association and in so doing emphasizes the careful selection of recruits to the teaching force.

At this point you might well ask whether there is conflict between C41/60 and C49/60 which was passed by this Annual General Meeting. C49/60 states clearly that the Association will not favor retroactive economic sanctions being placed against teachers whose standards of teacher education are not in keeping with the trend toward higher teacher qualifications. An examination of this resolution will reveal that there is no serious violation of the merit principle.

The rules must not be changed in the middle of the game. Many of the undergraduate teachers in the Alberta teaching force entered the profession at a time when society accepted one year of teacher education as adequate. Many of the graduates of the old normal school programs are still giving excellent service in Alberta classrooms and are, in every sense of the word, career teachers. Among this group are those who were

caught in the depression of the thirties and were prevented at that time from taking the further university training of which they were capable. Also included in this group of undergraduate teachers are those who were called back into the teaching force during the second world war and who have just begun to benefit from the long struggle to improve teachers' economic conditions so that they might consider a return to further education. Many of this group, however, are getting on in years and most of them have family responsibilities which make further education difficult if not impossible. These people are making a significant contribution to Alberta education. Their economic interests must be protected. They are the people for whom C49/60 was passed.

This resolution does not contradict the merit principle or high-standards approach. We are simply stating that the Association will protect the relative eco-

nomic position which our undergraduate teachers now have.

This leads me to the point made by Dr. G. L. Mowat in his very concise address to our Annual General Meeting which is printed elsewhere in this issue. He warned that the undergraduate group of whom I have spoken must not stand in the way of the development of professional salary scales for professional teachers. I have an abiding faith that the unity of our Association will not founder on the matter of salary differentials between graduate and undergraduate teachers. If the predictions of the Cameron Commission come true we will certainly see the teaching force change in composition toward higher and higher qualifications for its members. It does not follow that the competent and elderly undergraduate need expect to see a freezing of the relative economic position in which he finds himself.

1960 By-law Amendments

Three electoral ballots were approved by the 1960 Annual General Meeting, in addition to an amendment made to By-law 5(2).

The major changes in the General By-laws of The Alberta Teachers' Association made by electoral vote were —

- The term "executive secretary" replaces the term "general secretary-treasurer" wherever the latter appears in the by-laws.

- A new office of treasurer was set up and all by-laws referring to the treasurer function were amended by replacing the term "secretary-treasurer" with the term "treasurer".

- By-law 25 was amended to specifically provide machinery for appointing the executive secretary, treasurer, and assistants.

- By-law 3(4) was amended to make it conform with numbering in *The Teaching Profession Act*.

The Annual General Meeting amended the fee structure under By-law 5(2) by increasing the fees in each category by 50 cents per month in order to provide the money with which to pay the allowances granted pensioners by resolution C58/60.

A complete copy of the General By-laws of The Alberta Teachers' Association will be published in a future issue of the magazine.

*We thank those who
have contributed articles
this year.*



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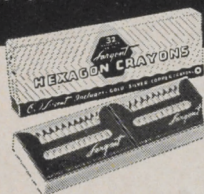
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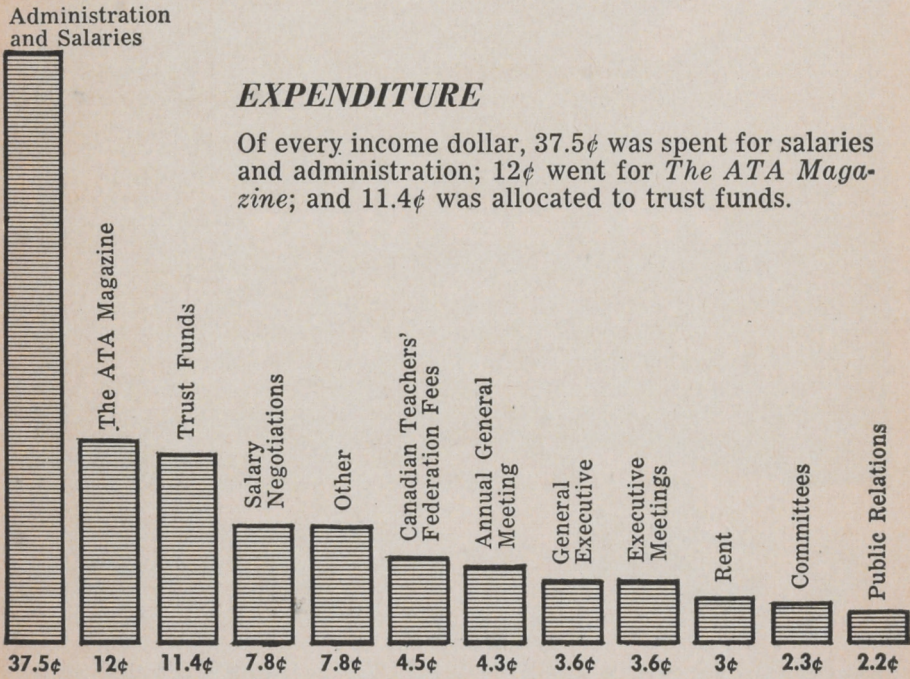
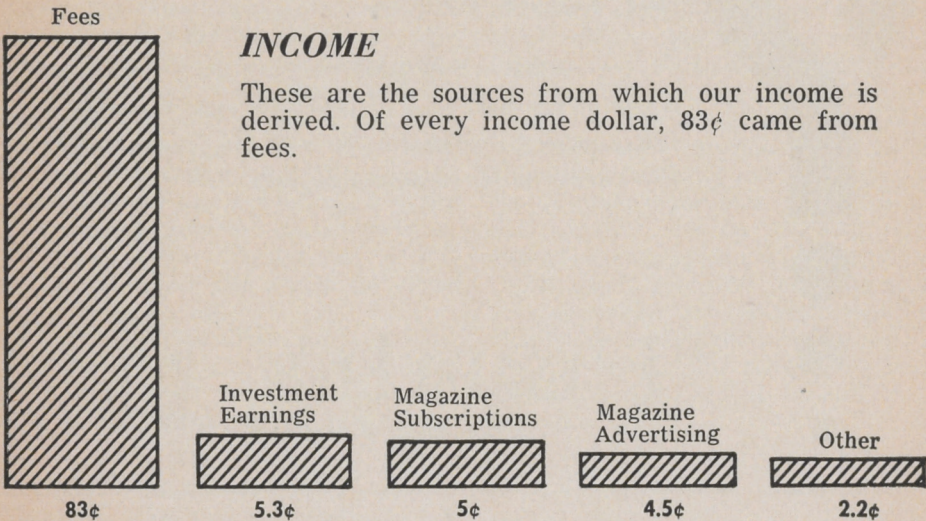
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INCOME AND EXPENDITURE

In graph form, here is an analysis of the income and expenditure of The Alberta Teachers' Association in the 1959 calendar year.



THE ATA NEWS BEAT

Fall Convention Secretaries Conference

The Fall Convention Secretaries Conference was held in Barnett House, Saturday, May 28. Secretaries present were: H. L. Baker, Castor-Neutral Hills; J. A. N. Marcotte, Bonnyville-St. Paul; N. A. Melnyk, First Edmonton District; S. Perka, Camrose; H. B. Rogers, Red Deer; R. K. Seward, North Peace; H. M. Smith and S. Dineen, Edmonton City; S. W. Spavold, Medicine Hat; M. Ukrainetz, Second Edmonton District; W. S. Warren, Grande Prairie; F. Welsh, Vermilion; and J. R. Wright, Third Edmonton District. Dr. R. E. Rees represented the Department of Education; Munroe MacLeod, the Alberta School Inspectors Association; and E. J. Ingram, F. J. C. Seymour, and W. R. Eyres, The Alberta Teachers' Association.

Attendance at conventions was discussed. It was agreed that all teachers certainly should be present at every session. Programs must be made more attractive with much more detailed planning being done by the committees a year or more in advance. Many projects on action research at present underway can be used for convention purposes. The idea of holding sessions on Fridays and Saturdays was advanced but no recommendation was made. Discussion on the selection of speakers and consultants resulted in the decision to request all convention committees to decide on topics and themes far enough ahead so that specific speakers could be contacted, rather than making this decision after speakers are allocated.

The type of convention depends on physical facilities, and in this respect it was suggested that, by having pre-registration for selected topics, most conventions could provide workshop facilities for groups of about 30. This would require more organization and work than is being done at present.

How and when to secure publicity was discussed and all were informed of material required for publication in the September issue of *The ATA Magazine*.

The convention secretaries agreed that a professional attitude on the part of teachers and better planned programs, with more time for informal interchange of opinion, will do more to improve our conventions than by forcing attendance. The Department of Education was advised that it need not continue to print attendance certificates. Each convention will develop its own system of registration which will include notifying school boards of those registered.

Committees, meetings and conferences

Dr. Clarke attended a meeting of a steering committee to study school grants on May 4, and on May 5, a meeting of a committee from the Edmonton Public School Local to discuss provisions for publicity. Mr. Ingram also attended this meeting. On May 10, Dr. Clarke attended the Faculty of Education Council and the meeting of the Faculty Committee on Educational Research. After a week of holidays he attended the Western Canada Conference on Teacher Education in Vancouver, May 26, 27, and 28. Mr. Seymour attended meetings about the purchase of land for a new Barnett House, and about the various insurance policies carried by the Association. On May 26, he met with a representative of the retired teachers' association. Mr. Eyres attended a meeting of the ATA Bonspiel committee on May 9, a meeting of the Board of Directors of the Credit Union on May 10, of the Board of Administrators, Teachers' Retirement Fund on May 19 and 20, and of the steering committee of the Leadership Course for School Principals on May 24. Along with Mrs. Inez K. Castleton he brought greetings to the Canadian Education Associa-

tion short course for superintendents at Banff on May 26. Mr. Ingram held three meetings about public relations and educational projects at Lacombe, Calgary, and Beverly. On May 16, he attended a meeting called by the home and school association about rural recruitment, on May 19, a scholarship committee meeting, and on May 20, a TV committee meeting. Mr. McFetridge with District Representative Hugh McCall attended a meeting of the Edmonton Geographic Council on May 28.

Collective bargaining

Mr. Seymour and Mr. McFetridge were busy during the month of May with a variety of meetings connected with salary negotiations. These included meetings with chairmen of negotiating committees, with economic policy committees, with locals, with school boards, with conciliation commissioners, and with conciliation boards. During May, a total of 22 such meetings were attended by Mr. Seymour and Mr. McFetridge, in widely separated parts of the province.

Grievances and discipline

Mr. Eyres as investigating officer spent May 3 and 4 in the field on a discipline case. On May 7, the Discipline Committee met and during a full day session found a member guilty of conduct not becoming to a teacher. The Discipline Committee recommended to Executive Council, and the Executive Council approved, that the teacher be expelled from membership in the Association and that the Minister of Education be advised to cancel this person's teaching certificate.

Various types of grievances have arisen during May. A teacher complained about being asked to resign, without any reason having been given for this action. A teacher was summarily dismissed by a school board. Upon investigation he resigned in order to settle the matter. Another teacher protested a transfer. Another has been dismissed in his pro-

bationary year and has protested. A number of teachers have telephoned asking for information about their particular circumstance. In one case two teachers on a school staff who were quarrelling were seen by a staff officer at the request of the principal.

Communication

Dr. Clarke attended the annual dinner of the St. Mary's River Local and spoke to a joint meeting of the local and the home and school. On May 11, he spoke to the Camrose Sublocal on the relationship between principals and teachers. Mr. Seymour addressed the Westlock High School graduation exercises on May 12. Mr. Eyres, on May 5, spoke to the Drayton Valley Sublocal on the Cameron Commission Report and, on May 11, spoke to the Taber Local on pensions. Mr. Ingram represented the Association on May 9 and 10 at career events in Daysland, Killam, Alliance, and Sedgewick speaking on teaching as a career. On May 20, he spoke to the Alix High School graduation.

International liaison

Readers of "The ATA News Beat" will recall that the December issue contained an item which described Mr. Seymour's attendance at the National Education Association's conference on salaries, held in Washington, D.C., November 7 - 14. The reports back from his attendance there indicated an enthusiastic reception. This has been followed up by a request from the Dupage County (Illinois) teachers (numbering about 3,000) to attend their section of the Illinois Education Association fall teachers' institute on October 17. He is asked in substance to give the same talk as was given to the NEA. This invitation is a tribute to Mr. Seymour and through him to our Association. We are glad to be able to assist our fellow teacher organizations in this manner.

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Convocation, May, 1960

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees at the University of Alberta Convocation, held in Edmonton on May 18, 1960. The students were presented to Convocation by Professor H. T. Coutts, dean of the Faculty of Education, with the exception of those receiving the degree of master of education who were presented by Professor A. G. McCalla, dean of the Faculty of Graduate Studies. Degrees were conferred by His Honor Judge L. Y. Cairns, chancellor of the University.

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Kathryn Hubic, Pelly, Saskatchewan

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Jean-Yves Drolet, Gifford, Quebec

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GRADUATE AWARDS

(open to two or more fields of study)

University of Alberta Graduate Fellowship
Frederick Enns, Edmonton
(Educational Administration)

Province of Alberta Graduate Scholarship
Harvey Zingle, Edmonton
(Education)

Francis F. Reeve Foundation Bursary
Ross E. Traub, Edmonton
(Educational Psychology)

Francis F. Reeve Intersession Bursaries
Warwick B. Elley, Edmonton
(Educational Psychology)

Herbert D. Peters, Edmonton
(Education)

Leonard P. Sampson, Vancouver
(Education)

The Robert Tegler Research Scholarship
Billie Eleanor McBride, Edmonton
(Educational Psychology)

FIRST CLASS STANDING

Fourth Year:

Kathlyn Benger, Edmonton
Hannah G. Bradley, Victoria, B.C.
George Noel Cormack, Edmonton
Deanna Louise Laycock, Calgary
Robert J. McCue, Lethbridge
Albert H. Miller, Edmonton
Morris K. Miller, Stony Plain
Donald Laird Raine, Edmonton
Walter E. Riedel, Fort Macleod
Annie Barbara Vas, Edmonton
Douglas Whitelaw, Calgary

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

Enid Jean Allan
Sonya Naomi Bernhardtson
Constance Mary Bott
Josephine Adabelle Brewer
Sheila Westoby Brooks
Lorna Maureen Buie
Inga Adeline Chapman
Winnifred Maude Clare
Marjorie Jane Clark
Myrtle Florence Dean
Isobel Marie Dunnett
Kathryn Anne Forrest
Ada Jean Fraser
Kathleen Florence Gay Gallivan
Florence Mary Anne Hancock
Lafern Amelia Harker
Olga Hendersohn
Pauline Currie Hughes
Vera Mary Jarvis
Patricia Reist Jevne
Sally Joy Johnson
Rosalie Ann Kelly
Edna Marilyn Kinna
Marguerite Ethel Kuester
Isabel Ann Lancaster
Laila Anna Laukas
Deanna Louise Laycock
Sister Sainte-Martha
(Mederise Gladys Lessard)
Barbara Anne MacDougall
Rena Joy McFarlane
Agnes Irene McMillan
Mary Barbara McPheat
Margaret Helena McPherson
Janet Isobel McRae
Margaret Isabella Anderson Main
Jeanette Eugenia Makowsky
Evelyn Muriel Martin
Hazel Murray
Milko Diane Nagata
Julia Virginia O'Brien
Doris Irene Peterson
Mary Isobel Purcell
Betty Joan Robertson
Natalika Joan Salamandick
Olive Sylvesta Sather
Margaret Isabella Schramm

Sylvia Jean Shaw
 Gloria Faye Smaniotto
 Betty Jean Smith
 Edith Minnie Sprung
 Mary Joan Tidy
 Janet Ellen Tincknell
 Annie Barbara Vas
 Ethel Elizabeth Wall
 Elbert Jack Anglin
 John Bradbury Baker
 Marvin Walter Baker
 Robert Leonard Cecil Baker
 Leroy Alton Bjorgum
 John Phillip Borger
 Douglas William Russell Brown
 Nick N. Chenewski
 Robert Paul Christensen
 George Ted Dwernychuk
 Roy Roderick Gouchey
 Robert Hedley
 John Martin Hillerud
 Maurice Edward Izzard
 Robert Lewis Kidd
 Francis Klassen
 William James Klufas
 Arthur William Lampitt
 Arthur Nelson Finlay Longair
 Leonard Douglas McDougall
 James Walter Allen MacLean
 Frank Mather
 Gordon Elbert Millar
 Ernest Alyn Mitchner
 William Alexander Moisey
 Elbert Lund Nielson
 Walter Henry Paetkau
 Lawrence Edward Rappel

Walter E. Riedel
 Denis Alvin Saffran
 William Sawchuk
 Orest Steblyk
 John Thomas Stranacka
 Harvey William Telford
 Ronald Joseph Tesolin
 Michael Uhryn
 Charles Kenneth Westerlund
 George McDonald White
 Frederick Garth Worthington
 Henry John Zieber

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION IN INDUSTRIAL ARTS

Oliver Pearce Stonehocker
 Frederick George Vincent

ADMITTED TO THE DEGREE OF MASTER OF EDUCATION

Jean Elizabeth Robertson, B.Sc. (H.Ec.), B.Ed.
 Sister Saint-Sylva, B.Sc. (Arts), B.Ed.
 Edison Frederick Bardock, B.Ed.
 Sidney Axel Lindstedt, B.Sc. (Arts)
 Arthur George McPaul, B.Ed., B.Sc. (Arts)
 Edwin McKenzie, B.Ed.
 William Reginald Morris, B.A., B.Ed.
 Robert Cameron Ritchie, B.A., B.Ed.

Some Problems in Professionalism

(Continued from Page 10)

So much for the lower end of the merit scale. Towards the upper end also, there are examples of activities which, in fact, are judgments of merit. Awards of permanent certificates, promotions to teaching posts permitting specialization, designations to principalships, supervisory posts, and superintendentcies are perhaps the major ways in which we have given favorable judgments of merit. Imperfect as may be present practices, necessity for judging and continuing to judge is beyond dispute.

The greatest single deficiency in judging pertains to classroom teachers. If any complaint can be defended soundly, it is that the outstanding teacher whose merit is contingent upon remaining a teacher receives no special recognition in a tangible sense. One purpose of the master teacher idea is to correct this condition.

The major objection to this proposal has been that it involves merit rating. In this objection one senses a kind of pseudo-democratic 'oneness' which is re-

lated, presumably, to the cohesiveness and morale of teachers as a whole. With reference to this objection, one must admit that designation of a master teacher requires judgment; it involves some rating of merit. This is the only similarity of the plan to a typical merit-pay scheme, with which the commissioners wished to have little to do. I suggest that merit rating should not become involved as the basis upon which the master teacher proposal should be rejected or accepted.

On the positive side, what is there to support the master teacher idea? First, we can never hope to secure, through the type of salary schedule now widely in vogue, the high salaries deserved by top teachers. Universal provision for automatic increments and peaceful migration to the upper salary levels — comparable to upper salaries in non-educational pursuits — cannot be extended to every member of the teaching force. Such provisions would be unrealistic from any point of view. The master teacher plan, or another similar to it,

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appears to be the only feasible way of achieving such salaries for some teachers. Certainly such a plan involves judgment. The profession itself should take the lead in judging.

Aside from the restricted but achievable monetary advantage which attends this proposal, a second factor in its favor has to do with professionalism. Various other professions have their own ways of singling out those of their members who approach the professional ideal more closely than members at large. I doubt that these other professions have codified the criteria for their selection so that the process is entirely of a so-called objective nature. I doubt, too, that their choices have the unanimous approval of all members. Nevertheless, they hold up to the junior members of the profession an image of the professional ideal, a glimpse of something to which they can aspire. They reaffirm generally the concept of a profession. Personal jealousies and dis-

senting judgments notwithstanding, they raise to public view what the profession stands for, what the profession is. This public image, undergirded by competent professional membership, does much for public relations in the best sense of the term.

Perhaps honor is truly the crux of the master teacher proposal. In other professions, however, greater competence and higher salaries are more closely related than they are in education. Teachers may be outstanding. The public may recognize that they are outstanding. But teachers or the public schools are not in a fee business. The master teacher plan suggests that honor and glory be buttressed by money.

Finally, in brief review, here is the gist of what I have said.

✓ The composition of the teaching force in Alberta, in terms of the majority who are partially qualified and the minority who are fully qualified, may thrust up many obstacles to the development of a true profession.

✓ The divergent aims of the majority and the minority could create a dilemma, most difficult to resolve, but nonetheless requiring aggressive leadership at all levels of The Alberta Teachers' Association.

✓ The Alberta Teachers' Association should concentrate its salary efforts largely upon securing professional salaries for professional teachers. These efforts should include establishing a master teacher category.

If by any appropriate means we could secure professional salaries for the minority (professional teachers) within the next twelve months, I am convinced we could put a master teacher plan into effect immediately thereafter.

Disagree with me if you will, but do not overlook the ills of our profession. We must diagnose. We must treat. If my treatment is wrong, then try some other. The problems I have mentioned are so critical that we cannot appreciate fully the importance of the tasks that lie ahead.

NEWS FROM OUR LOCALS

District representative addresses Brownfield-Coronation Sublocal

The May meeting of the sublocal was highlighted by a talk by the district representative, Mrs. Jean Saville, on the pension scheme and recent amendments. A profitable question period followed. Reports were heard from both schools on the public speaking contests held earlier in the spring. It was decided to continue the competition again next year and to have a final contest between the schools. An invitation is to be sent to the rest of the division to join in the competition. Discussion regarding the track meet resulted in a motion to recommend to the local that the track and field event be held in the fall instead of in May since the weather for the past two spring seasons has been too inclement for practices.

Annual General Meeting report made to Dickson-Markerville teachers

D. A. Prescott, recently re-elected as district representative for Central Western Alberta, reported on the 1960 Annual General Meeting to the sublocal group at its regular May meeting. Mr. Prescott summarized progress and changes in the past ten years and he also answered questions on the pension plan and on other topics of interest. Business of the evening included the councillor's report by Mrs. Grace Mewha. The sublocal accepted an invitation to join the Bowden staff on June 8 at Red Lodge for a picnic supper. The annual track meet was set for May 19 with May 24 as an alternate date at the Spruce View School. Winners will play off with winners from Sylvan Lake and Benalto schools. The guests, Mr. and Mrs. D. A. Prescott, and fifteen members of the sublocal enjoyed a buffet supper preceding the meeting at the home of Mr. and Mrs. Reg Jeffers.

School legislation discussed by teachers at Innisfail

"The School Act as It Applies to Teachers" was the topic discussed by E. L. Mascherin and his panel of Betty J. Hamar, Joyce E. Marsellus, Mrs. Stewart, and Peter Baranyk. Thirty-four members of the sublocal attended this final meeting of the term on May 10.

Irma teachers hear councillor

Councillor Joe Sheen spoke to the Irma Sublocal's May meeting on the 1960 Annual General Meeting. Mr. Sheen was able to go into greater detail than had been possible in the brief time allotted to him at the Wainwright Local's spring rally. He dealt fully with a number of resolutions of interest to the sublocal. Members were disappointed to learn that resolution C8/60 had received little support, as the present system of financing seems to penalize the active local.

Yearly report made by Lethbridge District Local

The local's annual Grade IX scholarship of a value of about \$30 was awarded this year to Albert Schuld of Iron Springs. President P. J. Baker made the presentation. Another annual award of the local is the Owen Williams Memorial Trophy for music, which was won by David Dick's Grade VI class from J. McD. Davidson School, Coaldale. Competition for the trophy takes place at the Lethbridge and District Music Festival.

The annual track meets, organized, financed and conducted by the sublocals, were held at Picture Butte, Coaldale, and Park Lake. Each sublocal sponsored its customary social event for all the teachers of the local. Lethbridge Northern held a one-day bonspiel in Picture Butte at which the W. Macklon rink of Coahurst was winner. Coaldale-McNally held a banquet at which S. J. Solberg

of Coaldale spoke of his travels in Norway and other European countries when he was on sabbatical leave last year. Park Lake Sublocal held its annual dance at the Marquis Hotel.

The local's responsibility in the convention last fall was the junior high school section. Mrs. C. K. M. Maier of Barrhill and M. A. D'Andrea of Shaughnessy organized the program. The annual institute was again carried out in cooperation with the principals' association. The planning committee was headed by K. W. Bride, Iron Springs. A 17-page summary of the proceedings at the institute has been prepared.

D. R. Baldwin, secretary-treasurer, reports the establishment of a group life insurance plan for the male teachers of the local. The plan provides \$5,000 insurance at a cost of about 56¢ per \$1,000 per month. Nearly all the men in the local have joined the plan.

Standing committees of the local are the salary committee chaired by G. Sillito of Coalhurst, and the public relations committee with Mrs. M. Court of Picture Butte as chairman. Each sublocal held regular monthly meetings during the year. The local held one general meeting, and the local executive committee met six times.

Councillors report to Vulcan County Local

Councillors Don Yeomans and Bruce Palk gave full reports on the 1960 Annual General Meeting when they spoke to the local's meeting of May 4 held in the Vulcan High School. Mr. Palk introduced three resolutions pertaining to county affairs. The economic committee, under the chairmanship of Fred Cartwright, reported that no further talks had been held with the school committee regarding salary negotiations. So far no settlement has been reached. The school committee of the county does not wish to grant a salary increase for the coming school term.

Educational Diet — Solid and Nutritious

(Continued from Page 25)

school and wanted to be earning his own money.

The not so bright thirteen to fifteen-year-olds seem to be a disheartened group. Not bright enough for high school and too young for the trades, some of them just sit. One shouldn't accept the idea that grouping necessarily results in everyone's happily working at the level of his ability.

And so back to Alberta.

I would like to see a change in school building plans. Instead of comfortably burying the caretaker with the boilers, give him a cubicle beside the principal's office where he will be available.

I want to commend Alberta elementary teachers for their work in reading and social studies, but I want to ask them to be critical of their work in oral language and physical education, to put more effort into training pupils to work hard, and to be neat, exact, thorough, and proud of being something more than average earthlings.

After my year in Scotland I am convinced that education is so important to its people because they have very limited resources other than their very energetic children. Please see occasionally what the Scots are doing.

Warning!

Canadian Industries Limited has written to us requesting that we publicize the terrible danger waiting for children who find and handle explosive materials such as blasting caps and dynamite. Almost certainly tragic accidents will happen this summer to children and even adults who find such explosive materials lying about and do not recognize them for what they are.

Protect the children in your school and neighborhood by telling them how to identify caps and dynamite and also warning them to report the find of any such material to police at once.

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The 1959 Annual General Meeting directed that a credit union for Alberta teachers be formed. Development has been somewhat slower than had been anticipated. To date, we have 162 members and total assets of approximately \$15,000. During the last eight months, loans totalling \$15,340 have been granted, showing that there is a need for the service offered.

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Banking is done through The Alberta Central Credit Union Limited. Our

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Membership requires the purchase of five \$5 shares plus a 25¢ registration fee. Your credit union supplies a pass-book which should be sent in with each deposit or loan repayment.

You may withdraw your money at any time you need it or you can borrow from the fund at low cost.

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Protection

Loans are dealt with by the credit committee. The books are checked monthly by the supervisory committee, and the board of directors controls policy.

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ATA Banff Conference Consultants

The following persons have been selected as consultants for the twelfth ATA Banff Conference, which will be held August 14 to 20, 1960 at the Banff School of Fine Arts.

Curriculum Development

Dr. H. T. Coutts

Dean, Faculty of Education
University of Alberta
Edmonton

Dr. Fred Barnes

Professor of Education
College of Education
University of Illinois
Urbana

Dr. W. H. Worth

Associate Professor of Education
Faculty of Education
University of Alberta
Edmonton

E. J. Ingram

Executive Assistant
The Alberta Teachers' Association
Edmonton

Alberta Teachers' Association Policy and Administration

R. F. Staples

Past President
The Alberta Teachers' Association
Westlock

H. C. Melsness

Associate Professor
Division of Educational Administration
Faculty of Education
University of Alberta
Edmonton

Educational Publicity and Public Relations

Dr. Stewart Harral

Director of Public Relations Studies
The University of Oklahoma
Norman

Richard L. Hildwein

College of Journalism and
Communications
University of Illinois
Urbana

English Secondary Schools: A Reply

(Continued from Page 18)

and equally reprehensible in every country. A cross-study of Canadian youth would, I am afraid, be no more flattering than Reid's study in Birmingham. "Intellectual poverty" is endemic in the economically rich countries of the west. I have heard very strange pronunciations of English and many unfamiliar grammatical usages in Alberta among our own young people, and I suppose it is part of the responsibility of the school to improve speech and forms of expression. Personally, I am more concerned about what children say than how they say it.

While we may be reasonably satisfied with the education we are providing for the academically able both in Canada and in England, we cannot be content with

our provision for the educationally underprivileged 80 percent of our youth. We have no adequate philosophy of education to guide our schools. Why are these youngsters going to school at all? For speech training? To learn how to read or to learn what to read? What are the purposes of high school for these young people? How can we achieve these purposes? It seems to me that we do not have the answers to these questions in Canada, in England, nor in the United States. Some of the English secondary modern schools are struggling and groping their way towards an answer. We should examine their work carefully and see how it can help us. Misplaced adulation of the grammar school and blanket denigration of the modern school will help neither them nor us.

Keeping Posted

The board of trustees of the Edmonton School District No. 7 and Edmonton teachers are voting as we go to press on the acceptance or rejection of a settlement proposed by the conciliation commissioner. If both parties accept the proposed settlement, the Association will advertise the fact through the "Teachers Wanted" columns of the major daily newspapers. If either or both parties reject the proposed settlement, the dispute will probably proceed to a conciliation board. In such case, no settlement could be achieved before the opening of the fall school term.

Late flash — The teachers accepted the conciliator's recommendation for settlement, but the school board rejected it.

* * *

The dispute between the Leduc School Division No. 49 and the Leduc teachers is not settled yet. Representatives of the teachers met the school board on June 2 in an abortive attempt to achieve settlement. There is possibility of a further meeting being arranged to make another attempt to settle. If settlement is not reached by June 30, the dispute will continue into the next school year.

* * *

During July and August, Barnett House will be open as usual. Teachers visiting Edmonton are welcome to visit Monday through Friday during office hours. Some staff officers will be on vacation during July or August but at least one or more of the five will be available for consultation when you call.

* * *

Say! What about that readership questionnaire? We mailed about 1000 and so far 510 have been returned.

* * *

The Minister of Education is reported to have told a home and school audience that teaching is more attractive to young people. We agree. Part of the reason may be that the financial returns in

teaching are becoming more competitive and the status of the teacher may be on the rise.

* * *

When you apply for a teaching position make certain that you ask for a copy of the new salary agreement. Otherwise there is little point in complaining later that you aren't being paid what you expected.

* * *

If you have decided to resign, don't hold your resignation. Send it to the secretary-treasurer of the board now.

* * *

Hope you have a good holiday.

See the
"Teachers Wanted"
advertisements
on the next three pages.

TEACHERS WANTED ALBERTA

Indian Day and Residential Schools

Applications are invited for classroom teaching positions in Roman Catholic Indian Day and Residential Schools in the Province of Alberta, beginning September 1, 1960. Salary schedule is based on qualifications and length of experience with annual increments provided and credit for previous teaching experience given to a maximum of six years. Extra allowance for supervision. Isolation allowances payable to teachers in some Northern Schools. Government owned accommodation available.

The experience of teaching in an Indian School is particularly valuable to those teachers who wish to increase their understanding of racial and cultural differences and who are interested in linguistics.

For details and application forms apply to:—

INDIAN AFFAIRS BRANCH,
716 Federal Building,
Edmonton, Alberta.

TEACHING OPPORTUNITIES

with

THE EDMONTON PUBLIC SCHOOL BOARD

For the term beginning
SEPTEMBER, 1960, our
rapidly expanding system will
require teachers for:

- ✓ Senior High
- ✓ Junior High
- ✓ Elementary
- ✓ Industrial Arts
- ✓ Home Economics
- ✓ Special Classes for
handicapped children

Salary Schedule under
Negotiation

*For application form and salary
schedule please write to:*

W. P. WAGNER
Superintendent of Schools
Edmonton Public School Board

10733 - 101 Street
EDMONTON, Alberta

or

Telephone GA 4-8021

CALGARY SEPARATE SCHOOL BOARD

Requires for

September, 1960

Teachers for All Grades

City of Calgary schedule

Apply—

Superintendent
1347 - 12 Avenue S.W.
Calgary, Alberta

PROVOST SCHOOL DIVISION No. 33

Invites applications for the
following teaching positions—

Provost

High School—French, and Typing
desirable but not essential.
Public School—Grades III and IV.

Hughenden

High School—any pattern.
Public School—Grades II and III,
Grades III and IV, Grades VII
and VIII.

Metiskow

Principal, two-room school, to
teach Grades V to IX.

Bodo

Grades I to III.

Two rural one-room schools.

Salary schedule under negotiation

Apply—

R. F. McCormick
Superintendent
Provost, Alberta

ST. PAUL SCHOOL DIVISION No. 45

invites applications for following positions—

ASHMONT—Senior High teacher, Social Studies-Language, Grades 10, 11, 12; Primary teacher, about 20 pupils

ELK POINT—Junior High and elementary teachers; probably other vacancies later; Home Economics teacher (full-time) Grades 7 to 10

HEINSBURG—Primary and elementary teachers

LINDBERGH—Primary and elementary teachers

LAFOND—Roman Catholic teacher (preferably French-speaking) elementary

ST. EDOUARD—Roman Catholic teacher (bilingual) elementary

ST. LINA—Roman Catholic teacher (bilingual) for primary, elementary, junior high grades

Salary Schedule (1959-60)

(By years of training)

\$2800 - \$4200; \$3200 - \$4900; \$3700 - \$5900;
\$4300 - \$7000; \$4800 - \$7500; \$5300 - \$8000.

L. P. MEUNIER
Secretary-Treasurer
St. Paul, Alberta

BEAVER COUNTY No. 9

County begins 35 miles east of Edmonton and continues east along Highway 14. All schools are centralized. The following teachers are required—

High School—Mathematics, science, social studies, language, industrial arts.

Junior High—Mathematics-science, social-language.

Salary schedule under negotiation

Apply to — **H. A. Pike**
Superintendent of Schools
County of Beaver No. 9
Ryley, Alberta

TEACHERS WANTED for the CROWSNEST CONSOLIDATED SCHOOL DISTRICT

- ✓ One Music Teacher
- ✓ One Physical Education Teacher, Male
- ✓ One Physical Education Teacher, Female
- ✓ Two Teachers, Grades 8 and 9
- ✓ Three Teachers, Grades 4 and 5

Salary schedule is under negotiation

L. D. HUNTLEY **M. D. McEACHERN**
Secretary **Superintendent**
Box 568, Blairmore
Telephone 2588

HIGH SCHOOL TEACHER MATH-SCIENCE PREFERRED

1960-61 Salary Schedule by years of training

Training	Min.	Max.	Increments
1st	\$2900	\$4300	200x7
2nd	3400	5100	200x8, 100x1
3rd	3900	5800	200x9, 100x1
4th (degree)	4400	7100	300x7, 200x3
5th	4700	7400	300x7, 200x3
6th	5000	7800	300x7, 200x2, 300x1

High school teachers receive \$400 additional. Partial years paid for pro rata.

New school in modern village in good farming community

Carl Farvolden
Secretary-Treasurer, Forestburg, Alberta

GREAT BEND CONSOLIDATED SCHOOL DISTRICT No. 42

Requires a principal for a three-room school to teach Grades VII to IX. A person interested in sports is preferred. House provided.

Salary schedule under negotiation

Contact

Ralph W. Whitrow
Secretary-Treasurer
Delburne, Alberta
Telephone 318

MEDICINE HAT SCHOOL DIVISION No. 4

Requires a high school Social Studies-Language teacher for eleven-roomed modern school at Schuler, 45 miles northeast of Medicine Hat on gravelled highway.

Other openings also available.

For full information apply to —

Divisional Office
147 - 6 Street S.E.
Medicine Hat, Alberta

RED DEER SEPARATE SCHOOL DISTRICT No. 17

Invites teacher applications for September, 1960, covering the following positions—

- ✓ Elementary
- ✓ Junior High
- ✓ Senior High

Salary schedule under negotiation

Secretary-Treasurer
Box 625
Red Deer, Alberta

TABER SCHOOL DIVISION No. 6

Requires teachers for—

- ✓ Primary
- ✓ Elementary
- ✓ Secondary
- ✓ Administrative

Salary schedule under negotiation

A. E. Kunst
Superintendent

M. V. Crumley
Secretary-Treasurer
Telephone 2176
Taber, Alberta

WESTLOCK

SCHOOL DIVISION No. 37

will be needing teachers in both
elementary and high school.

Interviews at Faculty of Education
the morning of July 7.

Salary schedule under negotiation.

J. J. BUTCHART & ASSOCIATES OPTOMETRISTS

Edmonton, Alberta

Woodward Stores Ltd., Phone GA 4-0151

Westmount Shoppers Park, Phone GL 5-2868

J. Butchart, G. O. Haugh, E. A. Soderman

FIELD, HYNDMAN, FIELD, OWEN, BLAKEY & BODNER

Barristers and Solicitors

Solicitors for

The Alberta Teachers' Association

516 McLeod Building Telephone GA 4-8061
Edmonton, Alberta

Notice regarding Refund of Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the **Board of Administrators, Teachers' Retirement Fund, 9929 - 103 Street, Edmonton.**

According to a regulation of the Board of Administrators, effective since July 1, 1954, applications for refund are placed on file until four months after August 31, if the teacher taught to the end of the school year, or until four months after the date of the last contribution, if the teacher withdrew from teaching during the school year. This regulation is necessary for the following reasons:

1. It provides protection for the teachers who have resigned in June or July, with no intention of returning to teaching, but who change their plans and return to teaching within a few months. A teacher who accepts a refund of contributions, relinquishes all accrued benefits in the Fund.
2. All contributions must be received and posted before the refund payment can be made.
3. The regulation helps to avoid unnecessary cost in office administration.

According to the present regulation the refund is all contributions in excess of those for the first two years with interest at three percent. Application must be made within five years of withdrawal.

If the teacher was more than fifty years of age when he began contributing to the Fund he will receive a refund of all contributions and interest, and may make application annually.

**Board of Administrators
Teachers' Retirement Fund**

Q & A

OUR READERS WRITE

◆ *May I continue to belong to the Association while on sabbatical leave or while on regular leave of absence?*

One interpretation of the bylaws of the Association would appear to permit teachers on sabbatical leave of absence or on leave of absence without pay to belong to the Association as unemployed teachers. If a teacher on sabbatical leave of absence or leave of absence without pay is a student at the Faculty of Education of the University of Alberta he may become a provisional member.

◆ *Yesterday the superintendent of schools told me that the school board is asking for my resignation. He told me that, if I didn't resign, the board would fire me. Will the Association help me?*

The Association will on request investigate the reasons for your dismissal and, if evidence can be obtained that shows injustice or unfair treatment, will take whatever legal recourse is available in your behalf.

◆ *What can be done about getting an inspection from the superintendent so that I can get my certificate made permanent?*

Have you told him that you need an inspection for this purpose? If you have and he has not promised that he will inspect you, write him a registered letter and send a copy to the chief superintendent of schools of the Department of Education, Edmonton.

◆ *Why is it compulsory to belong to The Alberta Teachers' Association?*

Automatic or statutory membership in The Alberta Teachers' Association is a requirement of *The Teaching Profession Act*. Just as lawyers belong to the bar association, doctors to the medical association, dentists to the dental association, so it is appropriate that teachers belong to the teachers' association. The concept that a person must belong to his professional organization requires that a young man or woman who decides to enter one of the learned professions must of necessity make at the same time the decision that he will belong to the organization of his colleagues.

The teachers' organization of which you become a part when you become a teacher in this province is dedicated by statute to promoting the cause of education, to raising the status of the teaching profession, to working for conditions which will make possible the best professional service, to arousing and increasing public interest in education, and to co-operating with other teachers' organizations elsewhere which have the same or similar objects.

◆ *Is it legal for a teacher to serve as secretary-treasurer of the school board for whom he teaches?*

No.

◆ *Why does the Association recommend compulsory membership in Medical Services (Alberta) Inc.?*

The Association does not recommend compulsory membership in MSI or in any medical or health plan. What the Association does suggest is that, for any group insurance program to be installed

on an effective basis, there must be provision for deduction of premium from payroll and, following initial installation, the program ought to become a condition of employment. Business and industrial firms have found that group insurance cannot function effectively where participation is voluntary, because continuous solicitation is necessary to keep participation up to a level such that there are sufficient good risks to keep the claim-premium ratio on a satisfactory basis.

**NEW EDUCATIONAL
FILM STRIPS**

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Martin Photo Ltd.

350 Donald St.
Winnipeg, Man.

Notice regarding Definition of "Teacher" for Teachers and School Board Secretaries

Section 2(d) of *The Teachers' Retirement Fund Act* reads as follows:

"teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed

- (i) by the board of trustees of a school district or division, constituted under *The School Act*, in the capacity of
 - (a) a teacher, or
 - (b) a librarian devoting his full time to the work of a school,or by the Lloydminster Public School District in the capacity of a teacher;
- (ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering appointments to positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators
Teachers' Retirement Fund**

Cooperating Teachers

At the recent Western Canada Conference on Teacher Education, Professor Aubrey Earl of the Faculty of Education, Edmonton, presented a paper on the cooperation of the teaching profession in teacher education. The substance of this paper is a plan for the selection, training, compensation, and use of co-operating teachers.

The cooperating teacher proposal could solve, at one stroke, a number of vexing problems in education. One of these is the age-old problem of bridging the gap between the preparation of teachers in the Faculty of Education by courses and by practice teaching, and the difficulty of for the first time managing a class of one's own. On many occasions this transition has been likened to learning to swim by being thrown in at the deep end of the pool. The Alberta Teachers' Association and the Cameron Commission both recommend a period of internship under a competent teacher. The latter would be a cooperating teacher. The second vexing problem which could be solved by this plan is that of the career-minded teacher, who keeps abreast of latest developments, knows his field thoroughly, does a superb job of teaching, but cannot readily advance in terms of recognition nor pay except by becoming an administrator. It has long been known that recognition and pay should be provided for such classroom teachers. The Cameron Commission recommendation of master teachers was suggested as a solution to this problem. In addition, merit pay has often been proposed for such teachers.

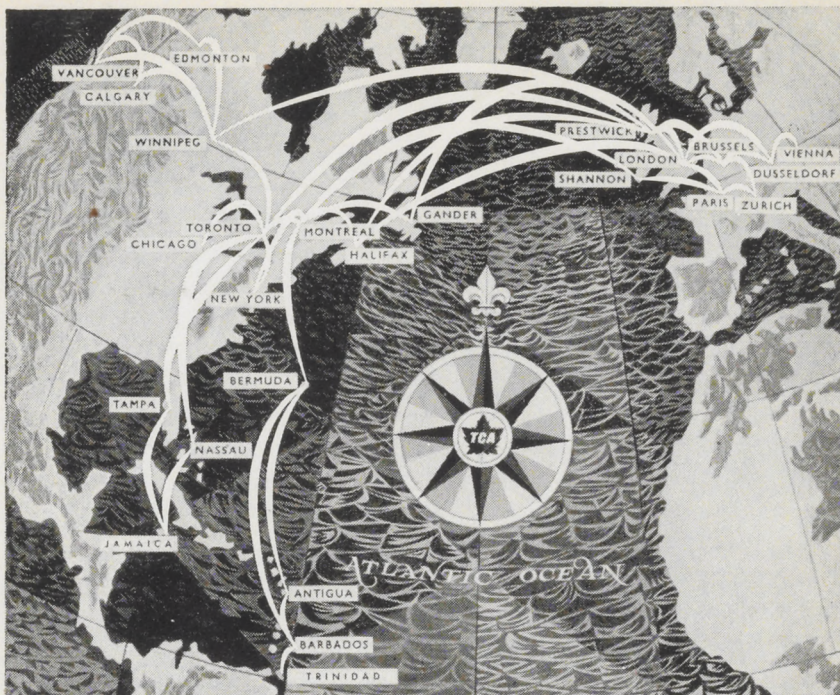
The outline of Professor Earl's proposal is that teachers interested in becoming cooperating teachers apply for this position. He then suggests that from those applying, cooperating teachers be selected by the school system's administration. These cooperating teachers could be graded according to level, based on their own regular teacher education and on special preparation (courses, seminars, or institutes sponsored by the Faculty of Education). The level of preparation would then be endorsed by the Department of Education on their teaching certificate. To these cooperating teachers would then be assigned teacher education students who are about to enter the Faculty of Education

for the first three weeks in September, and those about to be employed by the school system for the months of May and June. Being themselves—by preparation, by interest, and by initiative—master teachers, and being specially trained in supervision, they would be the best of persons to provide internship experiences. Since this plan proposes extra duties for these teachers, they should receive extra pay. Professor Earl proposed a per diem rate while the cooperating teacher had students in his charge, the cost to be borne 50 percent by the school system and 50 percent from government grants. The amount should be attractive (say, an extra \$1,000 a year) and it is proper to think that, since this is essentially a teacher education service, the support from government grant should be closer to 100 percent than to 50 percent.

Let us see how this scheme might work in the Poplar Bluffs School Division. This unit employs 150 teachers. Each year about 12 students go to the Faculty of Education from Poplar Bluffs, and each year about 10 inexperienced teachers are employed. Poplar Bluffs therefore needs 10 or 12 cooperating teachers. This fact is made known to the teachers. Some apply. The administration (school superintendent, principals, and vice-principals) select those who are of cooperating teacher calibre who meet the endorsement levels. The Department of Education endorses their certificates. For the first three weeks in September the cooperating teachers have, in their classrooms, the matriculants from Poplar Bluffs who have chosen teaching. During Easter holidays these teachers attend a three-day institute at the Faculty of Education for cooperating teachers. In May and June, each has attached to him a teacher intern. Next summer some attend a two-week seminar at the Faculty of Education while others take a full course on supervision of neophyte teachers. Each receives an additional \$1,000 from the school board, \$900 of which comes from provincial grants.

While there are many details to be worked out in this proposal, it is worthy of serious study.

Stanley Clarke



Planning your holiday? See where TCA will take you...

CANADA There's no lack of possibilities here in Canada. Broad, *uncrowded* beaches in Nova Scotia, the drowsy charm of rural Quebec. The Stratford season. Canada's West, with cowboys riding herd in the foothills, the great parks in the Rockies. The B.C. coast and Vancouver Island, with the blue Pacific lapping in a thousand inlets.

BRITAIN AND EUROPE 1960 may well be the greatest year yet for travel to Europe—for the first time, TCA will offer Jetliner service across the Atlantic. Montreal to Britain in just six hours! Connecting services by BOAC or BEA fan out over all Europe. In addition there are through TCA flights to Shannon, Paris, Brussels, Dusseldorf, Zurich and Vienna.

THE SOUTH If you feel the urge to laze the days away under sunny skies, try a TCA trip to Florida, Bermuda, Nassau, Jamaica, Antigua, Barbados or Trinidad. Every year more people are finding that summer is a very good time to go south. It's no hotter than much of our own summer weather, but there is a big difference

TCA services take you swiftly, comfortably across Canada, coast to coast. There are thrifty Tourist fares between most main centres, and frequent flights to fit in with your plans—including Jetliner services this summer. Full information and literature from the various Provincial Tourist Boards, from your Travel Agent or TCA Office.

If you prefer to take a "package" vacation, there is a wide choice of TCA "Magic Carpet" tours. One price covers hotels, meals and sightseeing trips. As an example, a 28-day coach tour through six countries costs U.S. \$408, plus air fare. There's also TCA's "Extra Cities" plan, which enables you to see *many* cities on a pre-planned route you select, for the fare to *one*.

in one respect—there, the breezes come fresh from the broad Atlantic! Hotel rates are lower than in the high season, and there is a wider choice of accommodation. There are bargains in inclusive tours. You can stay a week in Nassau, for example, for only \$64, including two meals a day. Ask for full details and colourful literature.



See your Travel Agent or

TRANS-CANADA AIR LINES



The Librarian,
Faculty Of Education,
Edmonton 4, Alberta.

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Your appetite is directly related to your body's need for energy. Sugar supplies energy—satisfies appetite faster than any other food. By helping to overcome hunger that leads to over-eating, sugar can save you more calories than artificial sweeteners do. Weight control is a lot easier and more likely to be permanent when your diet includes sugar.

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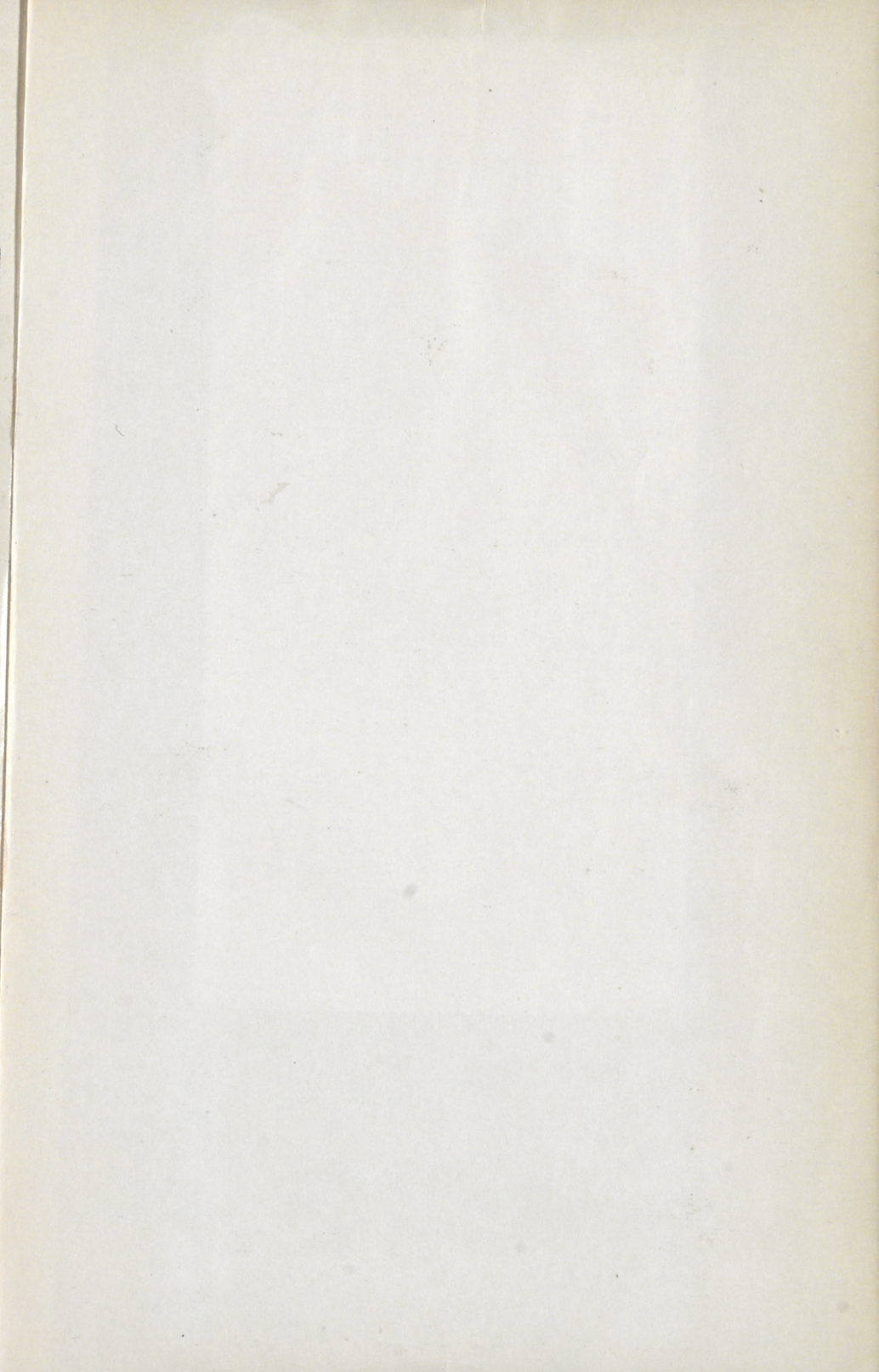
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